# Aligning Resources to Meet State Needs: The Educational Needs Index

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Southern Governors' Association

Houston D. Davis, Ph.D., Austin Peay State University

Brian E. Noland, Ph.D., Tennessee Higher Education Commission

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# The Public Agenda

- Policymakers need to evaluate their state canvas of educational, economic, and demographic conditions.
- States must use this analysis to frame the development of a broad-based plan centered on improving the quality of life for all citizens.
- States should re-examine the missions of their systems of higher education asking …

  How can higher education serve the broad needs of states, rather than how can states serve higher education?

- The creation of the Public Agenda will thereby provide a center of consensus for statewide and regional planning/policy initiatives.

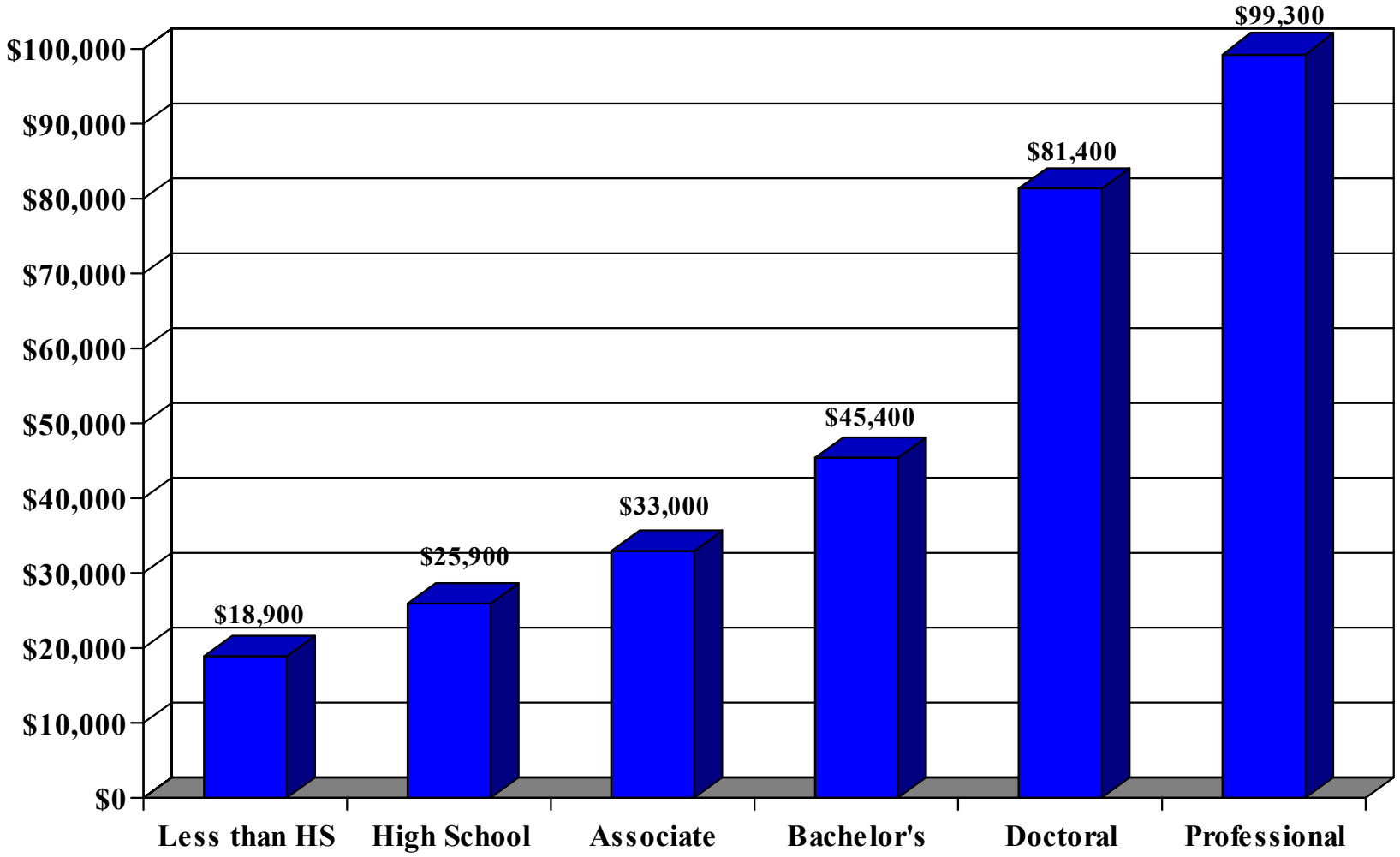
# The Knowledge Economy and Higher Education

- In the Knowledge Economy, education, technology, and learning are the keys to sustainable economic growth.
- Higher education provides the foundation for the Knowledge Economy.
- Elected officials must remain diligent in their efforts to make significant investments in their educational infrastructures.
- In order to remain competitive, states must work to develop policies that incorporate human, intellectual, and financial capital.

# Human Capital Theory

- Individuals and society derive economic benefits from human capital investments in people.
- Based on the notion that education increases the human capital stock of individuals, improves their productivity, leads to increases in economic productivity, and contributes to the general betterment of society.
- The advancement of educational attainment has become an indispensable variable in policy efforts to make improvements of society as a whole.

# Median Income by Level of Educational Attainment




Source: U.S. Census Bureau, Current Population Survey, 1998-2000

# Policy Challenges for the Southern Region

- While the region has historically benefited from a favorable business climate, a diligent and inexpensive workforce, and strategic geography, significant weaknesses persist in the ability to meet the needs of the Knowledge Economy.
- The region has almost 400,000 fewer manufacturing jobs now than it did a decade ago. The South has made only incremental progress in improving its workforce.
- A large percentage of the existing workforce is not oriented towards the Knowledge Economy. The region is relatively undereducated and there are severe leakages in the P-16 educational pipeline.

# Cracks in the P-16 Education Pipeline

| State | For every 100 Ninth Graders | Graduate from High School | Enter College | Still Enrolled Sophomore Year | Graduate within 6 years |
|---|---|---|---|---|---|
| Massachusetts | 100 | 75 | 52 | 41 | 28 |
| Iowa | 100 | 83 | 54 | 37 | 28 |
| Pennsylvania | 100 | 75 | 46 | 36 | 27 |
| Virginia | 100 | 74 | 39 | 30 | 20 |
| Delaware | 100 | 61 | 36 | 28 | 19 |
| Missouri | 100 | 73 | 39 | 27 | 18 |
| North Carolina | 100 | 59 | 38 | 28 | 18 |
| Maryland | 100 | 73 | 40 | 30 | 18 |
| California | 100 | 69 | 33 | 22 | 17 |
| West Virginia | 100 | 75 | 39 | 27 | 15 |
| Florida | 100 | 55 | 32 | 23 | 14 |
| South Carolina | 100 | 51 | 34 | 23 | 14 |
| Tennessee | 100 | 55 | 34 | 23 | 14 |
| Alabama | 100 | 59 | 34 | 23 | 13 |
| Kentucky | 100 | 66 | 39 | 25 | 13 |
| Mississippi | 100 | 56 | 36 | 23 | 13 |
| Arkansas | 100 | 74 | 39 | 26 | 12 |
| Louisiana | 100 | 56 | 33 | 22 | 12 |
| Oklahoma | 100 | 73 | 36 | 23 | 12 |
| Georgia | 100 | 52 | 32 | 21 | 12 |
| Texas | 100 | 62 | 32 | 19 | 11 |
| United States | 100 | 67 | 38 | 26 | 18 |

# Educational Attainment - SGA States

| Percentage of Population 25 or Older with a Bachelor's Degree (2000 Full Census) | | | |
|---|---|---|---|
| | 1990 | 2000 | % Change |
| United States | 20.3% | 24.4% | 4.1% |
| SREB States | 18.6% | 22.4% | 3.8% |
| Alabama | 15.7% | 19.0% | 3.3% |
| Arkansas | 13.3% | 16.7% | 3.4% |
| Delaware | 21.4% | 25.0% | 3.6% |
| Florida | 18.3% | 22.3% | 4.0% |
| Georgia | 19.6% | 24.3% | 4.7% |
| Kentucky | 13.6% | 17.1% | 3.5% |
| Louisiana | 16.1% | 18.7% | 2.6% |
| Maryland | 26.5% | 31.4% | 4.9% |
| Mississippi | 14.7% | 16.9% | 2.2% |
| Missouri | 17.8% | 21.6% | 3.8% |
| North Carolina | 17.4% | 22.5% | 5.1% |
| Oklahoma | 17.8% | 20.3% | 2.5% |
| South Carolina | 16.6% | 20.4% | 3.8% |
| Tennessee | 16.0% | 19.6% | 3.6% |
| Texas | 20.3% | 23.2% | 2.9% |
| Virginia | 24.5% | 29.5% | 5.0% |
| West Virginia | 12.3% | 14.8% | 2.5% |

**TN ranked 10th in the SREB in 2000, an increase of one position over 1990.**

**To reach the average attainment level of their border states, TN needs to create 181,530 additional college graduates.**

SREB Factbook 2002-03

# Improving the Policy Toolbox

- The geographic and demographic diversity of the Southern region provides challenges to those planning for the delivery of private or public goods and services.
- As recently noted by the *Southern Growth Policies Board*, states need to build and maintain a more complete demographic profile of their workforce …
  - This profile should take into account the educational, economic, and population growth factors of all counties in the region, thereby providing a clear picture of workforce opportunities and challenges.
- The purpose of this research is to develop an econometric model that answers this call, thereby providing direct evidence of the link between education and social welfare.

# Educational Needs Index

## *Foundational Constructs*

- State budgets are increasingly challenged by fluctuating state revenues.
- Education and the economy are increasingly intertwined as human capital becomes a centerpiece of the information economy.
- Educational planning indicators need to be linked with economic and demographic variables to provide a legitimate representation of our citizens.
- The demographic characteristics of the South are not uniform from region to region. The current use of only state-level indicators in the planning process limits the ability of planners to differentiate between the various regions of the SGA states.

# Educational Needs Index Factors

| Educational Factors (40% of ENI) |
|---|
| Percent of the population 25 and older with a high school degree |
| Percent of the population 25 and older with a bachelor's degree |
| Percent of the population 25 to 64 with an associate degree |
| **Economic Factors (25% of ENI)** |
| Average unemployment over a 24 month period of time (Jan. 2000-Dec. 2001) |
| Percent of population in poverty |
| Median household income |
| Per capita income |
| **Growth Factors (20% of ENI)** |
| Projected population growth from 2000 - 2010 |
| Rate of population growth from 1990 - 2000 |
| Ratio of Births to Deaths, 1990 - 1999 |
| Population age 0-19 as percent of the overall population |
| **Market Factors (10% of ENI)** |
| Population age 20-44 as percent of overall population |
| Minorities as a percent of population (includes African American and Hispanic) |
| Manufacturing employment as a percent of industry |
| **Population Adjustment Factors (5% of ENI)** |
| Percent of the state's population age 0-19 |
| Percent of the state's population age 20-44 |

# *Index Formulas*

## For Each Category:

***Factor Score*** = (Z1 + Z2 + …. Zn)/n

## For County's Overall Index Score:

***Educational Needs Index*** =

(Educ)(0.40) + (Econ)(0.25) + (Growth)(0.20) +
(Market)(0.10) + (Pop. Adj.)(0.05)

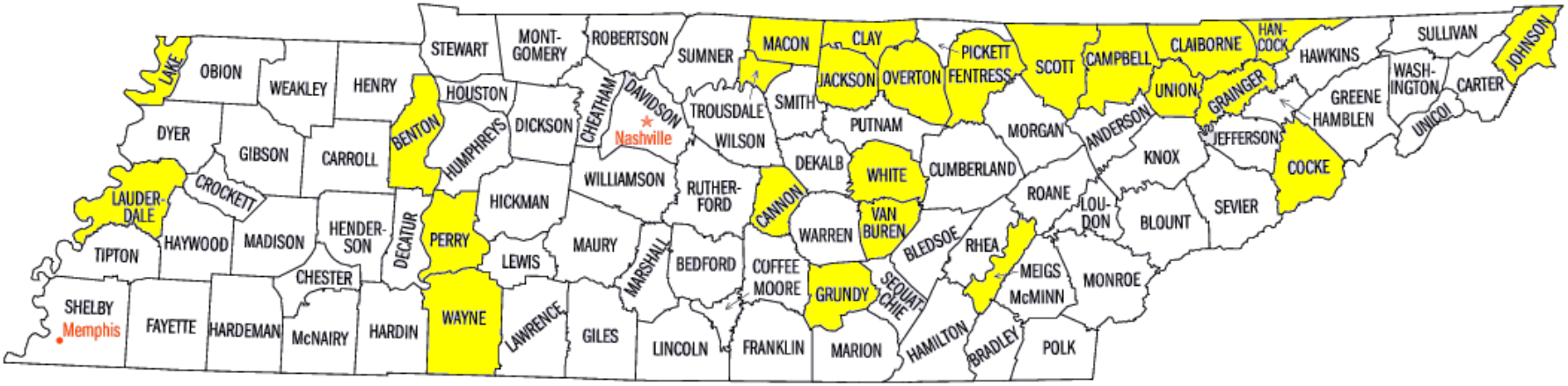
# The Educational Needs Index

## Analysis by Individual State

*Tennessee*

# Tennessee

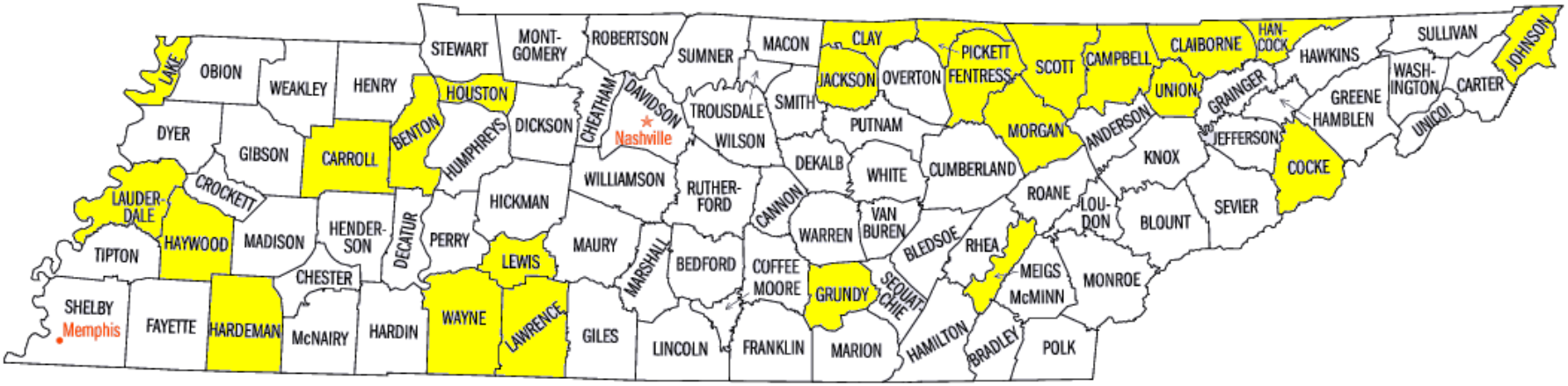
## Critical Counties - Educational Factors




*Educational Needs Index, SGA Fall 2003*

# Tennessee

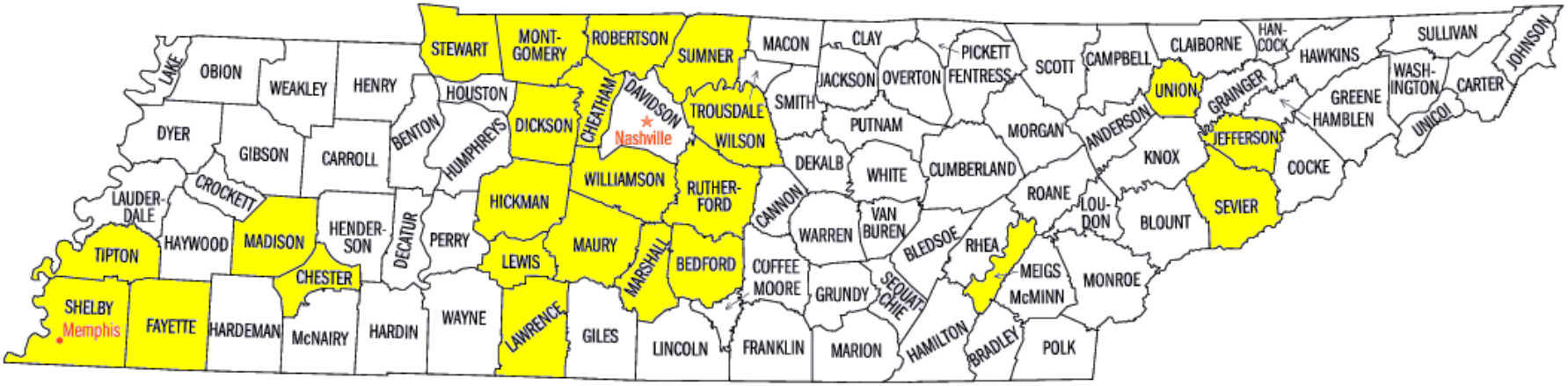
## Critical Counties - Economic Factors




*Educational Needs Index, SGA Fall 2003*

# Tennessee

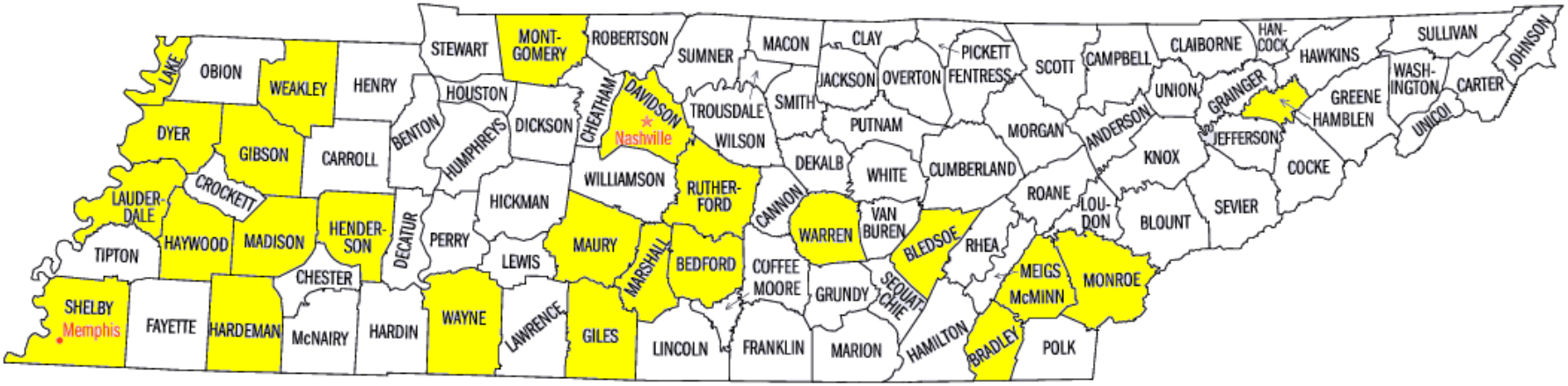
## Critical Counties - Growth Factors




*Educational Needs Index, SGA Fall 2003*

# Tennessee

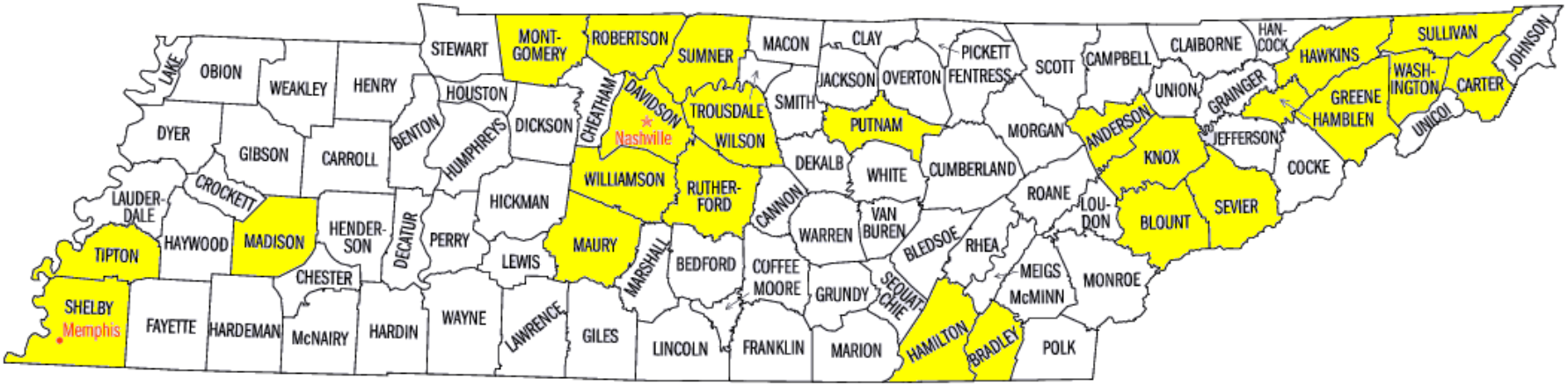
## Critical Counties - Market Factors




*Educational Needs Index, SGA Fall 2003*

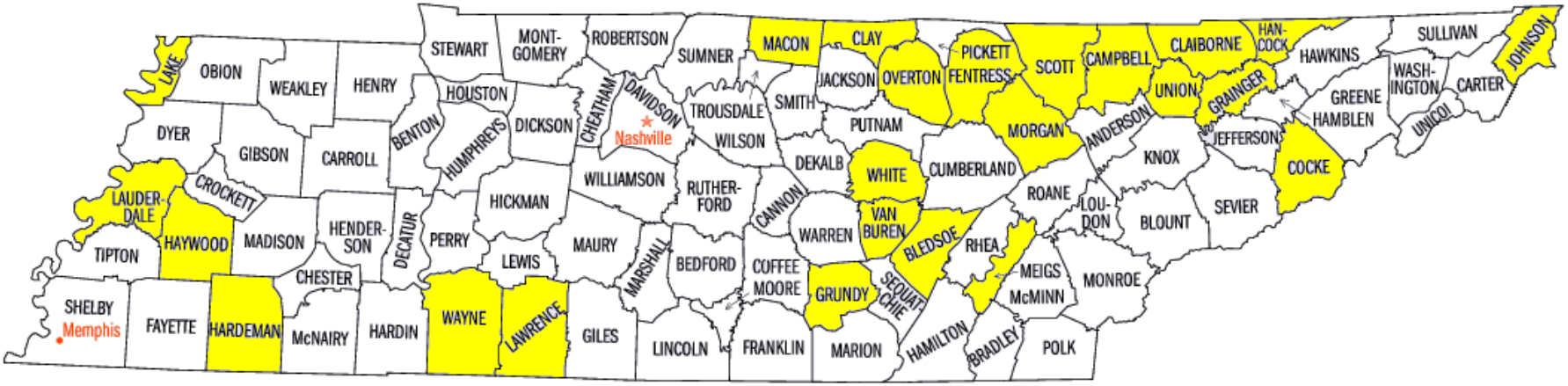
# Tennessee

## Critical Counties – Population Adjustment



# Tennessee

## 25% of Counties with Most Critical ENI




*Educational Needs Index, SGA Fall 2003*

# Educational Needs Index

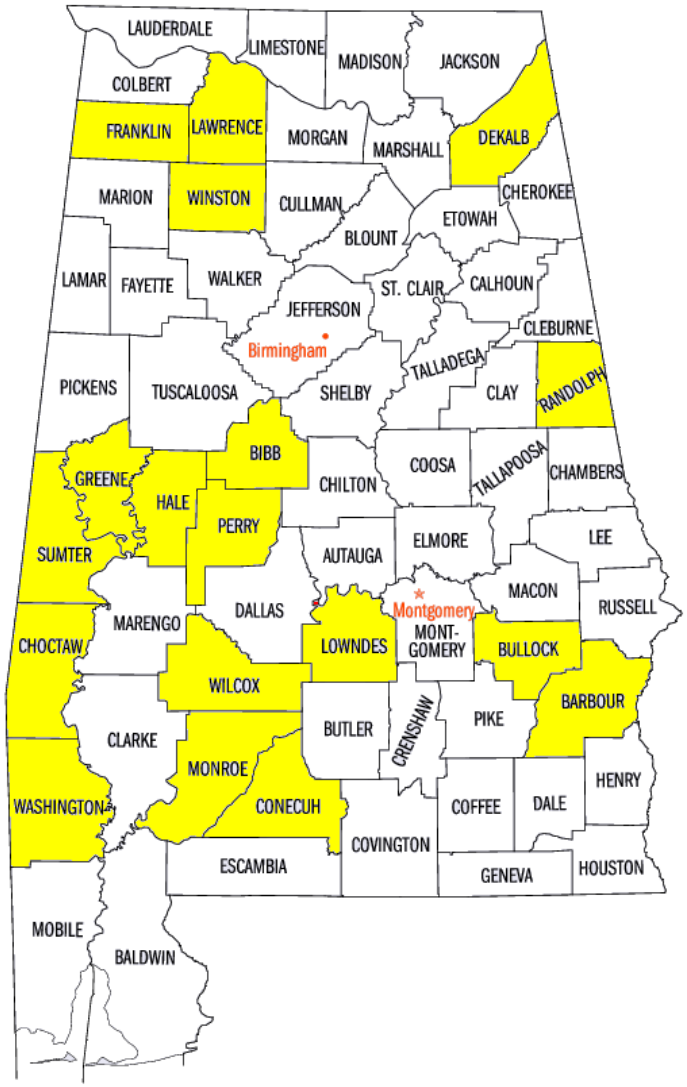
State Specific Analysis by

County/Parish

for the SGA Region

# Alabama

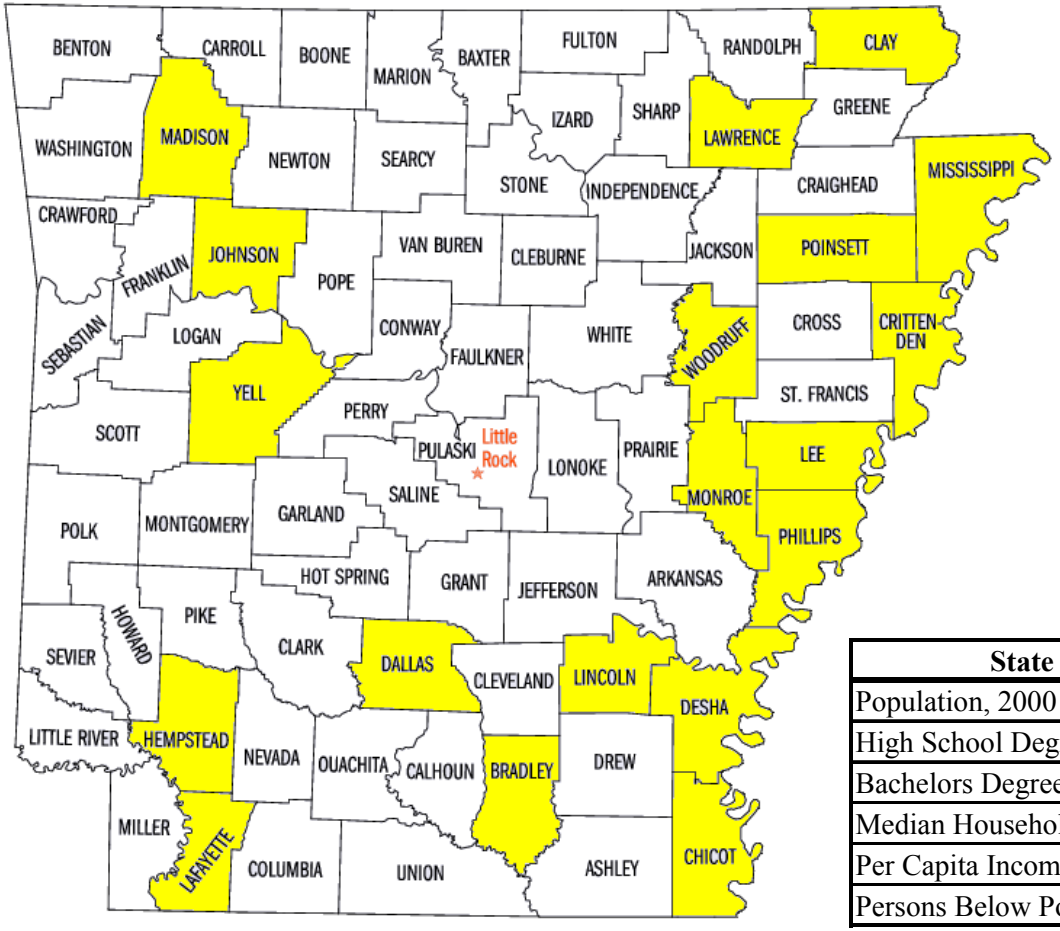
## 25% of Counties with Most Critical ENI




| State Quick Facts | Alabama | USA |
|---|---|---|
| Population, 2000 | 4,447,100 | 281,421,906 |
| High School Degree Attainment, 2000 | 75.3% | 80.4% |
| Bachelors Degree Attainment, 2000 | 19.0% | 24.4% |
| Median Household Income, 1999 | $34,135 | $41,994 |
| Per Capita Income, 1999 | $18,189 | $21,587 |
| Persons Below Poverty, 1999 | 16.1% | 12.4% |

# Arkansas

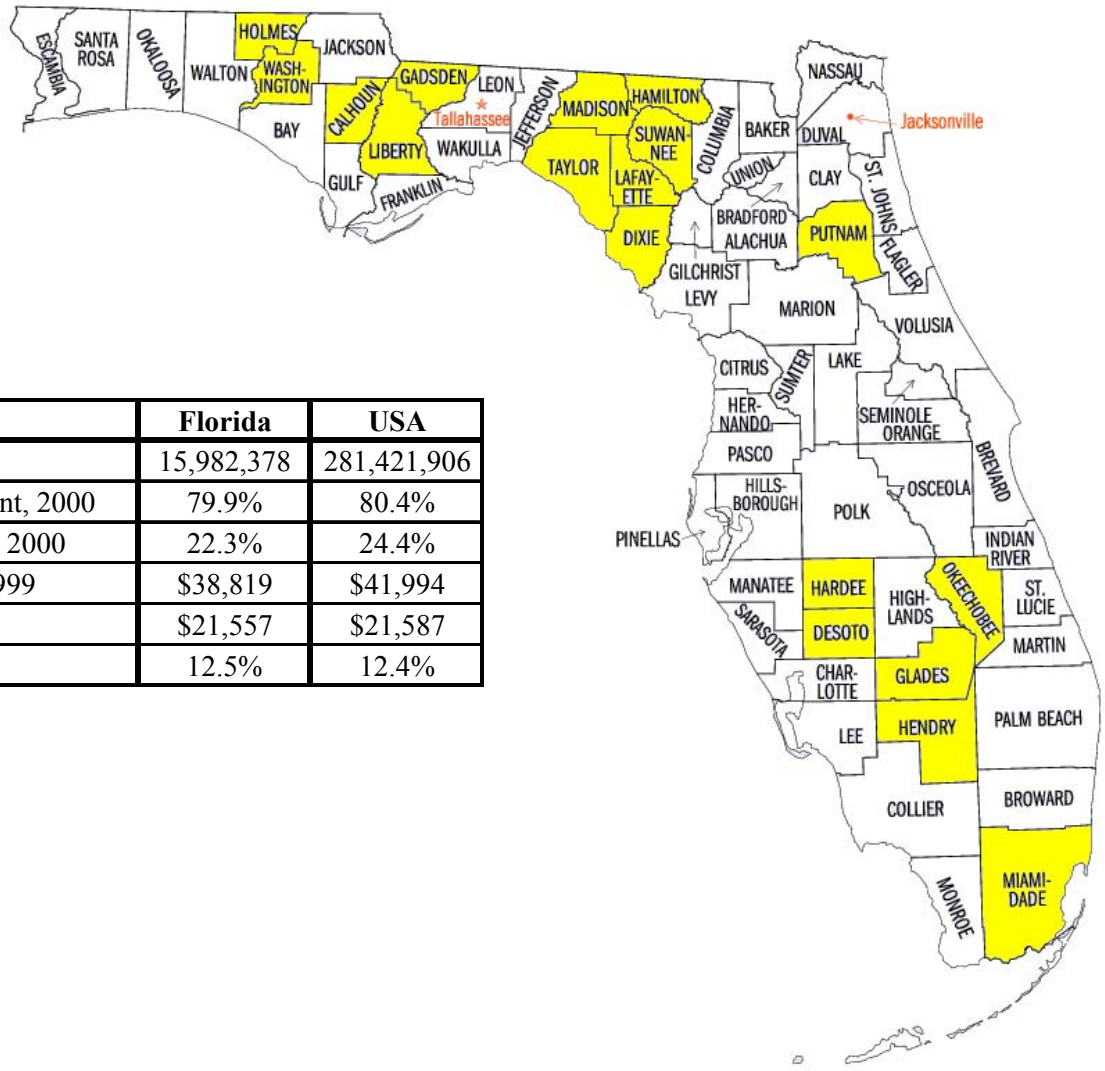
## 25% of Counties with Most Critical ENI




| State Quick Facts | Arkansas | USA |
|---|---|---|
| Population, 2000 | 2,673,400 | 281,421,906 |
| High School Degree Attainment, 2000 | 75.3% | 80.4% |
| Bachelors Degree Attainment, 2000 | 16.7% | 24.4% |
| Median Household Income, 1999 | $32,182 | $41,994 |
| Per Capita Income, 1999 | $16,904 | $21,587 |
| Persons Below Poverty, 1999 | 15.8% | 12.4% |

# Florida

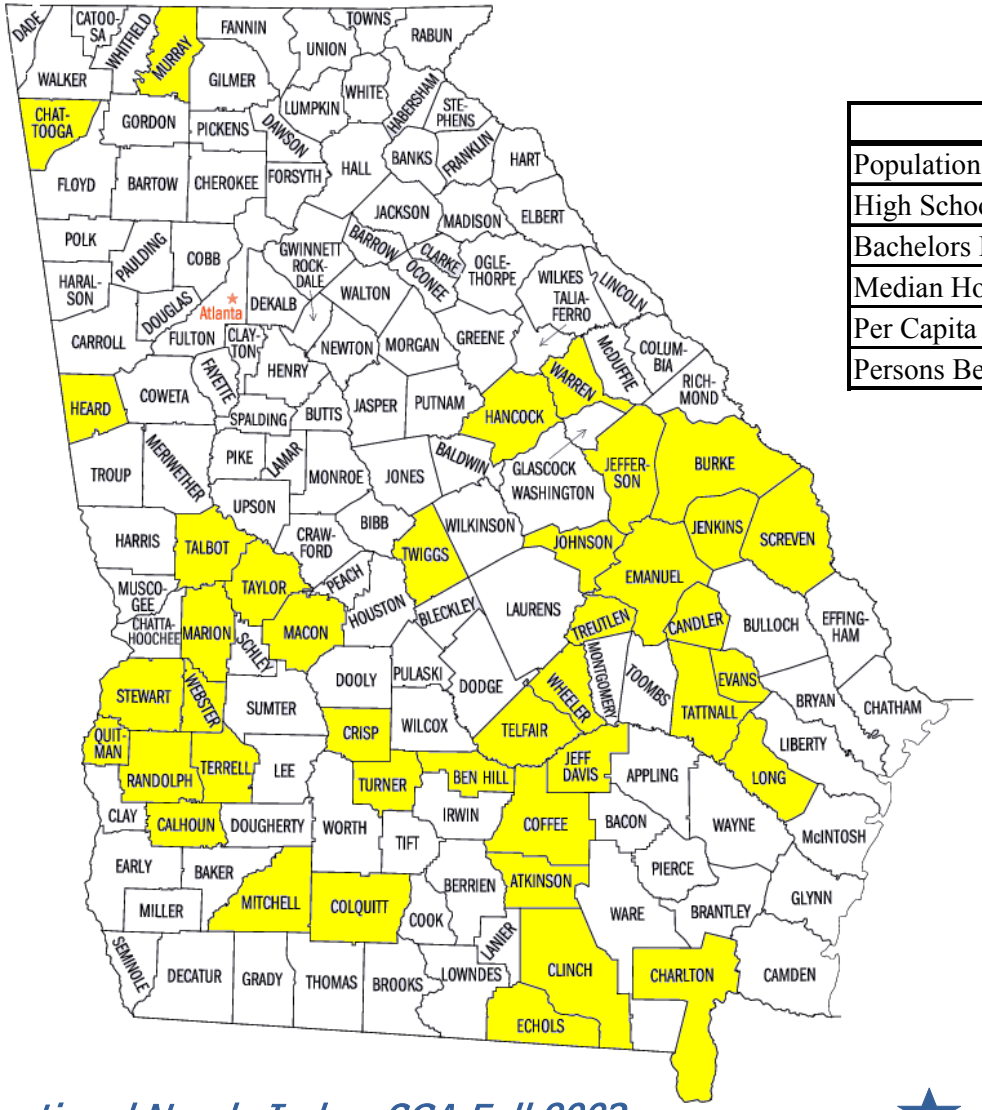
## 25% of Counties with Most Critical ENI




| State Quick Facts | Florida | USA |
|---|---|---|
| Population, 2000 | 15,982,378 | 281,421,906 |
| High School Degree Attainment, 2000 | 79.9% | 80.4% |
| Bachelors Degree Attainment, 2000 | 22.3% | 24.4% |
| Median Household Income, 1999 | $38,819 | $41,994 |
| Per Capita Income, 1999 | $21,557 | $21,587 |
| Persons Below Poverty, 1999 | 12.5% | 12.4% |

# Georgia

## 25% of Counties with Most Critical ENI



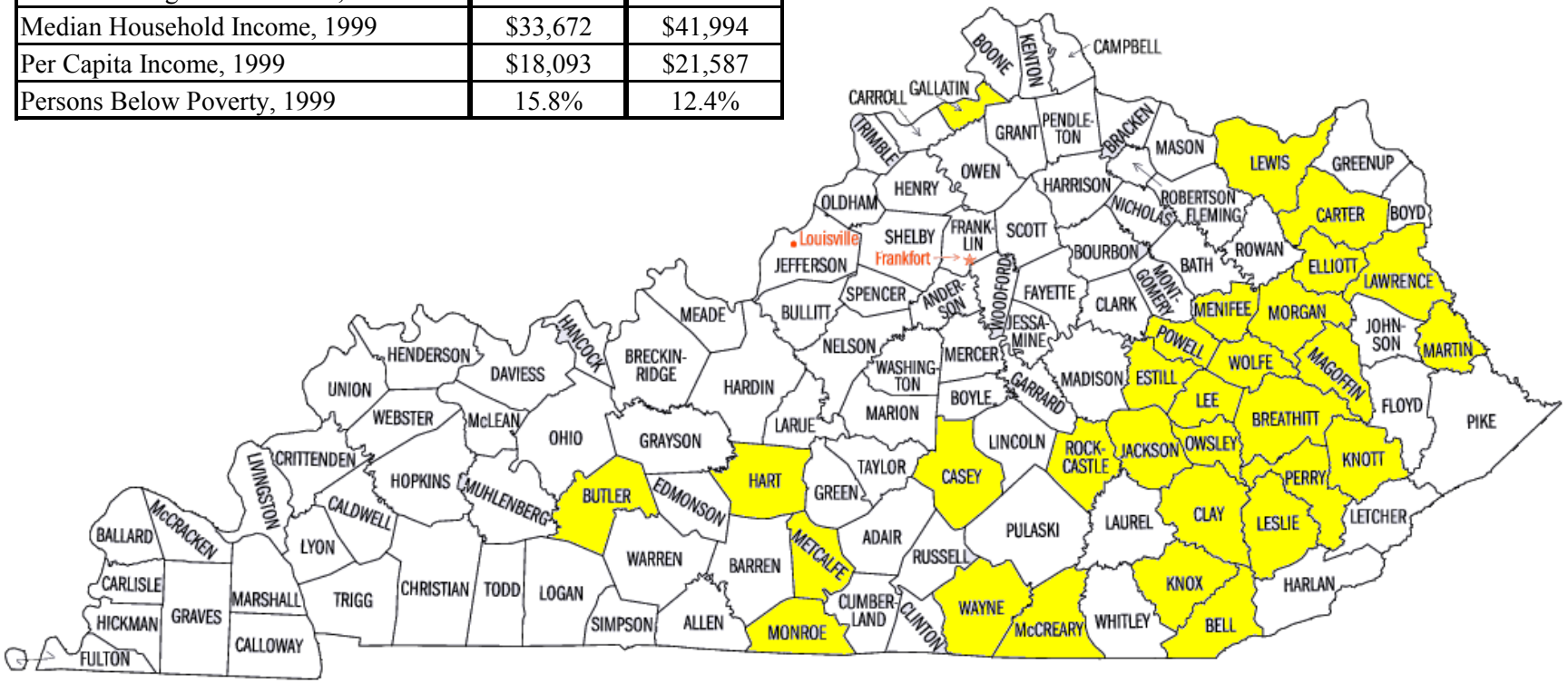

| State Quick Facts | Georgia | USA |
|---|---|---|
| Population, 2000 | 8,186,453 | 281,421,906 |
| High School Degree Attainment, 2000 | 78.6% | 80.4% |
| Bachelors Degree Attainment, 2000 | 24.3% | 24.4% |
| Median Household Income, 1999 | $42,433 | $41,994 |
| Per Capita Income, 1999 | $21,154 | $21,587 |
| Persons Below Poverty, 1999 | 13.0% | 12.4% |

*Educational Needs Index, SGA Fall 2003*

# Kentucky

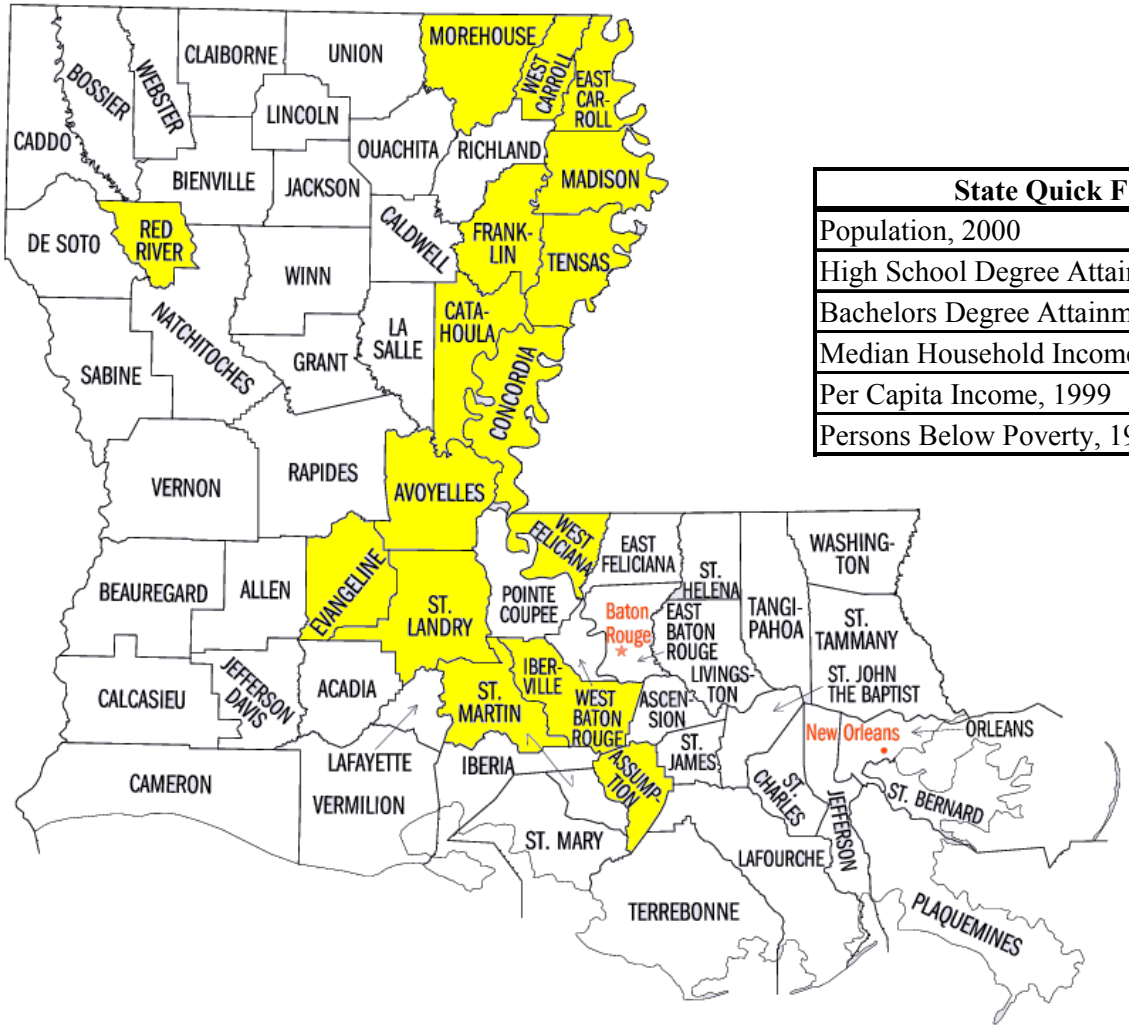
## 25% of Counties with Most Critical ENI

| State Quick Facts | Kentucky | USA |
|---|---|---|
| Population, 2000 | 4,041,769 | 281,421,906 |
| High School Degree Attainment, 2000 | 74.1% | 80.4% |
| Bachelors Degree Attainment, 2000 | 17.1% | 24.4% |
| Median Household Income, 1999 | $33,672 | $41,994 |
| Per Capita Income, 1999 | $18,093 | $21,587 |
| Persons Below Poverty, 1999 | 15.8% | 12.4% |



# Louisiana

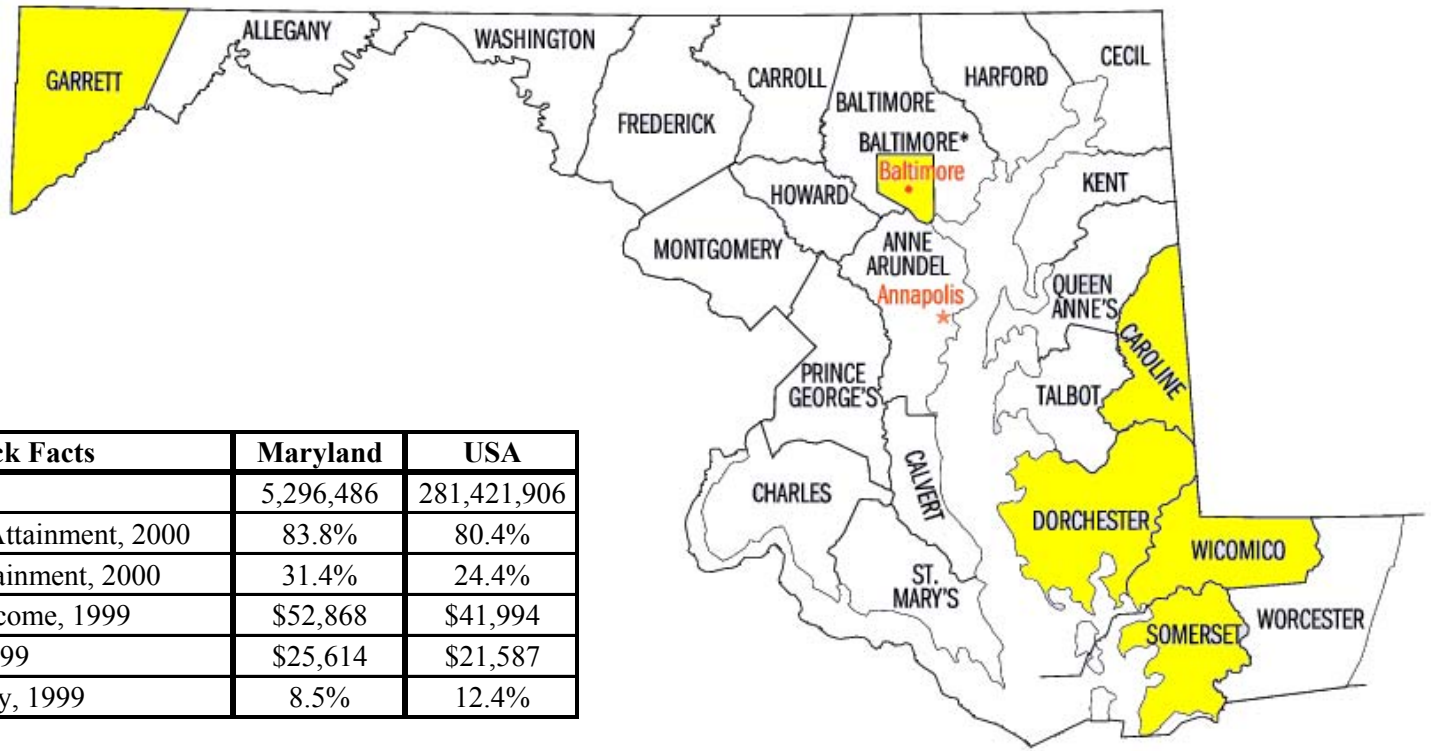
## 25% of Parishes with Most Critical ENI




| State Quick Facts | Louisiana | USA |
|---|---|---|
| Population, 2000 | 4,468,976 | 281,421,906 |
| High School Degree Attainment, 2000 | 74.8% | 80.4% |
| Bachelors Degree Attainment, 2000 | 18.7% | 24.4% |
| Median Household Income, 1999 | $32,566 | $41,994 |
| Per Capita Income, 1999 | $16,912 | $21,587 |
| Persons Below Poverty, 1999 | 19.6% | 12.4% |

# Maryland

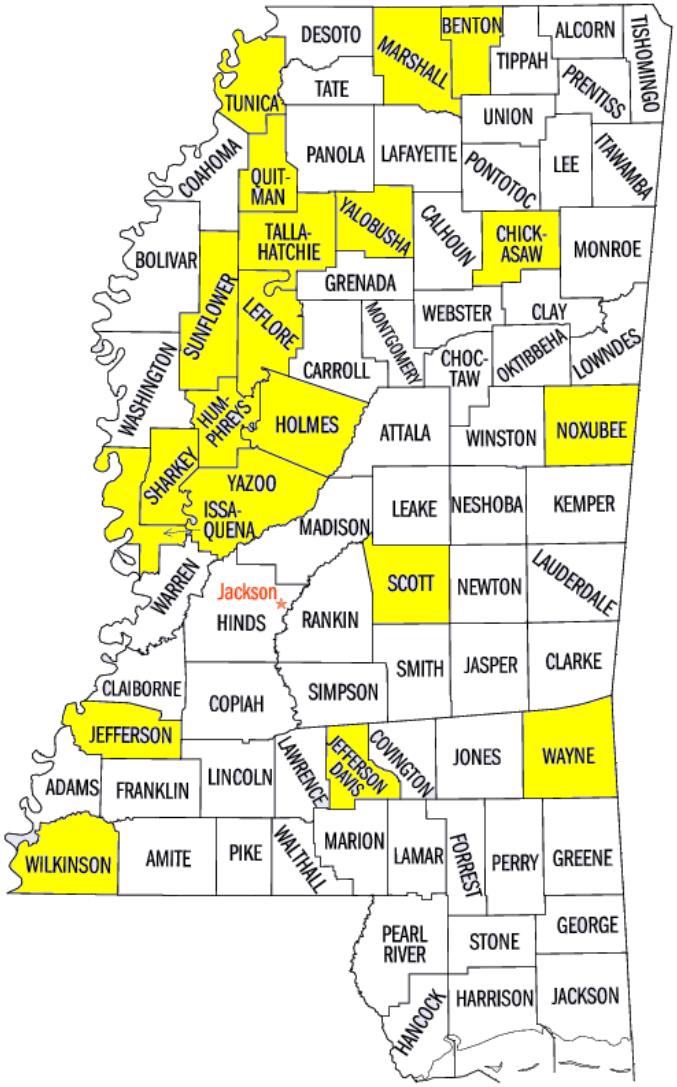
## 25% of Counties with Most Critical ENI




| State Quick Facts | Maryland | USA |
|---|---|---|
| Population, 2000 | 5,296,486 | 281,421,906 |
| High School Degree Attainment, 2000 | 83.8% | 80.4% |
| Bachelors Degree Attainment, 2000 | 31.4% | 24.4% |
| Median Household Income, 1999 | $52,868 | $41,994 |
| Per Capita Income, 1999 | $25,614 | $21,587 |
| Persons Below Poverty, 1999 | 8.5% | 12.4% |

# Mississippi

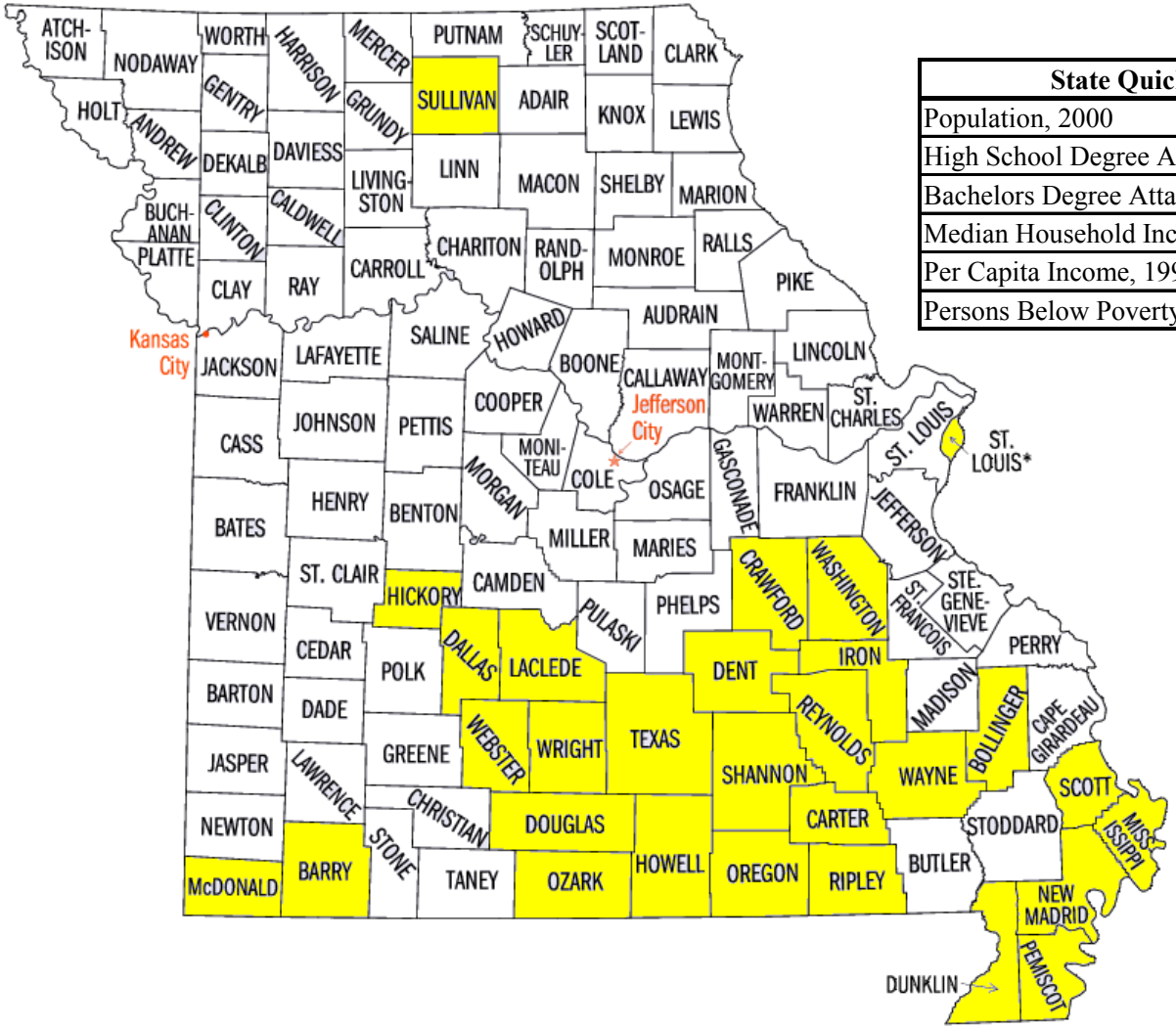
## 25% of Counties with Most Critical ENI




| State Quick Facts | Mississippi | USA |
|---|---|---|
| Population, 2000 | 2,844,658 | 281,421,906 |
| High School Degree Attainment, 2000 | 72.9% | 80.4% |
| Bachelors Degree Attainment, 2000 | 16.9% | 24.4% |
| Median Household Income, 1999 | $31,330 | $41,994 |
| Per Capita Income, 1999 | $15,853 | $21,587 |
| Persons Below Poverty, 1999 | 19.9% | 12.4% |

# Missouri

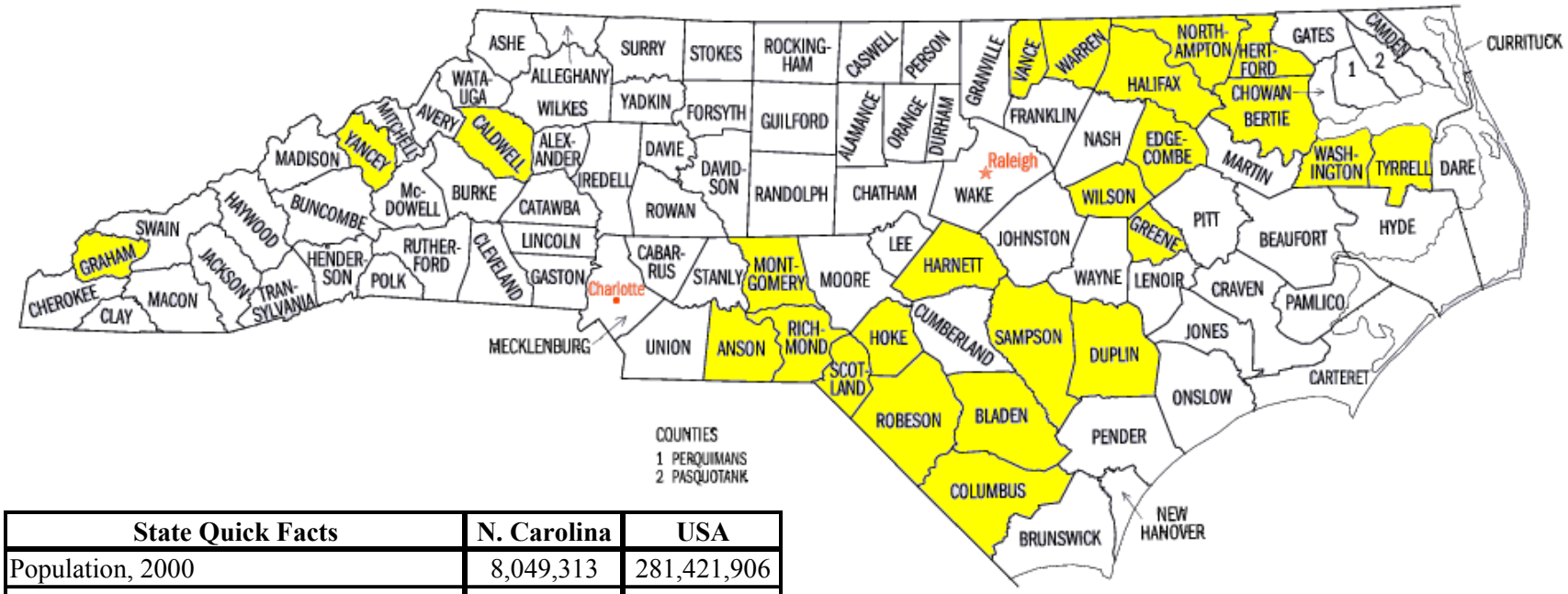
## 25% of Counties with Most Critical ENI




| State Quick Facts | Missouri | USA |
|---|---|---|
| Population, 2000 | 5,595,211 | 281,421,906 |
| High School Degree Attainment, 2000 | 81.3% | 80.4% |
| Bachelors Degree Attainment, 2000 | 21.6% | 24.4% |
| Median Household Income, 1999 | $37,934 | $41,994 |
| Per Capita Income, 1999 | $19,936 | $21,587 |
| Persons Below Poverty, 1999 | 11.7% | 12.4% |

# North Carolina

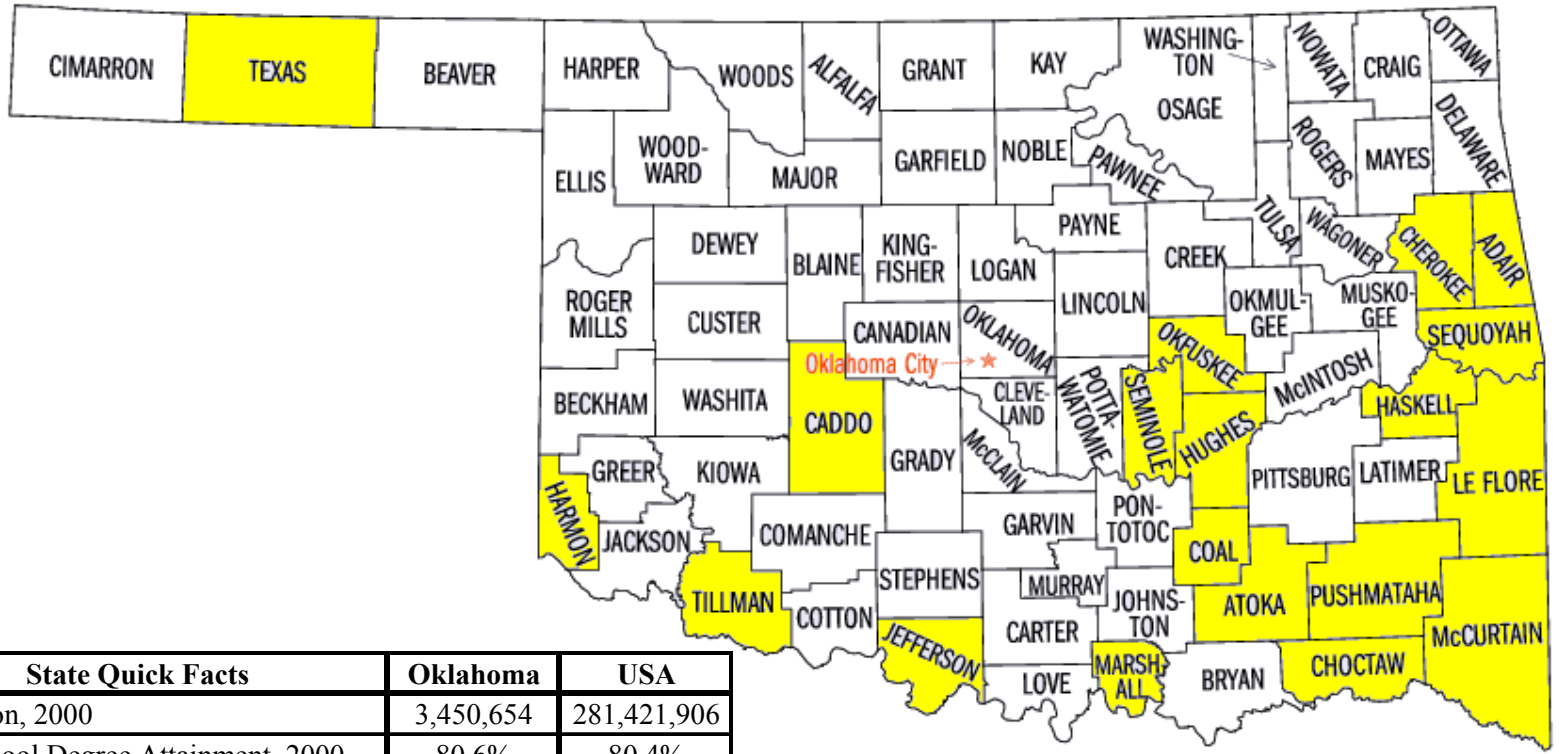
## 25% of Counties with Most Critical ENI




| State Quick Facts | N. Carolina | USA |
|---|---|---|
| Population, 2000 | 8,049,313 | 281,421,906 |
| High School Degree Attainment, 2000 | 78.1% | 80.4% |
| Bachelors Degree Attainment, 2000 | 22.5% | 24.4% |
| Median Household Income, 1999 | $39,184 | $41,994 |
| Per Capita Income, 1999 | $20,307 | $21,587 |
| Persons Below Poverty, 1999 | 12.3% | 12.4% |

# Oklahoma

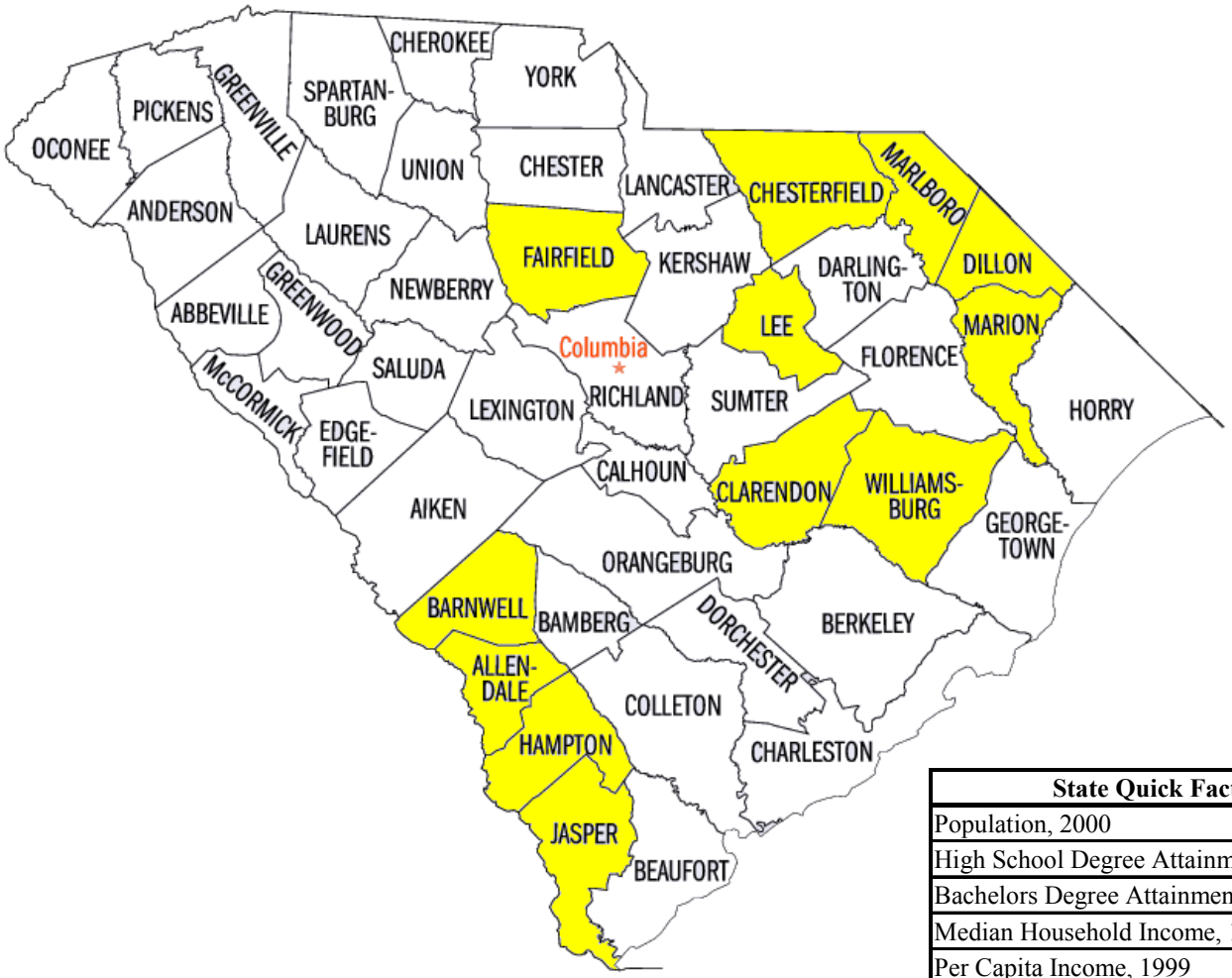
## 25% of Counties with Most Critical ENI




| State Quick Facts | Oklahoma | USA |
|---|---|---|
| Population, 2000 | 3,450,654 | 281,421,906 |
| High School Degree Attainment, 2000 | 80.6% | 80.4% |
| Bachelors Degree Attainment, 2000 | 20.3% | 24.4% |
| Median Household Income, 1999 | $33,400 | $41,994 |
| Per Capita Income, 1999 | $17,646 | $21,587 |
| Persons Below Poverty, 1999 | 14.7% | 12.4% |

# South Carolina

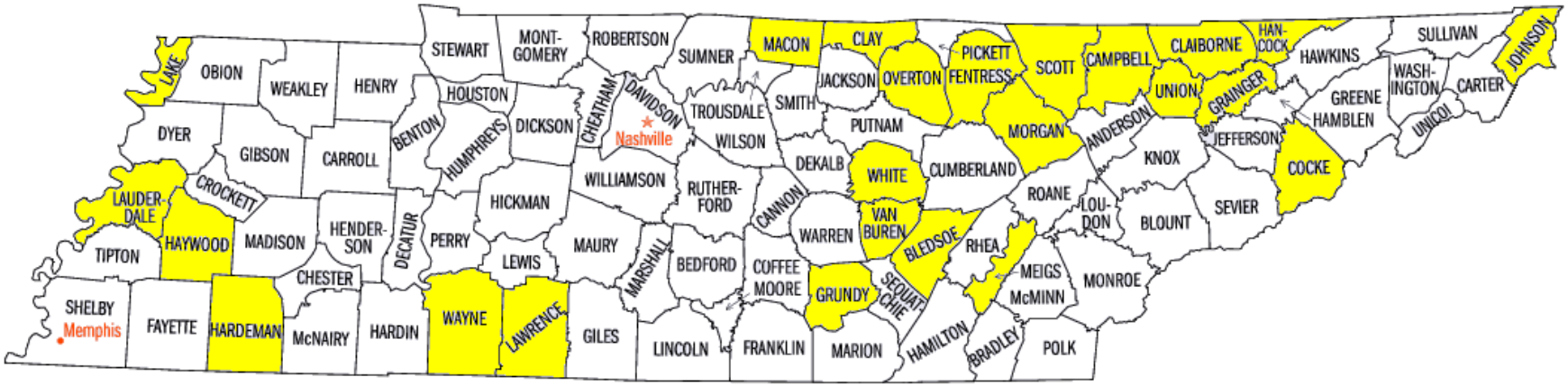
## 25% of Counties with Most Critical ENI




| State Quick Facts | S. Carolina | USA |
|---|---|---|
| Population, 2000 | 4,012,012 | 281,421,906 |
| High School Degree Attainment, 2000 | 76.3% | 80.4% |
| Bachelors Degree Attainment, 2000 | 20.4% | 24.4% |
| Median Household Income, 1999 | $37,082 | $41,994 |
| Per Capita Income, 1999 | $18,795 | $21,587 |
| Persons Below Poverty, 1999 | 14.1% | 12.4% |

# Tennessee

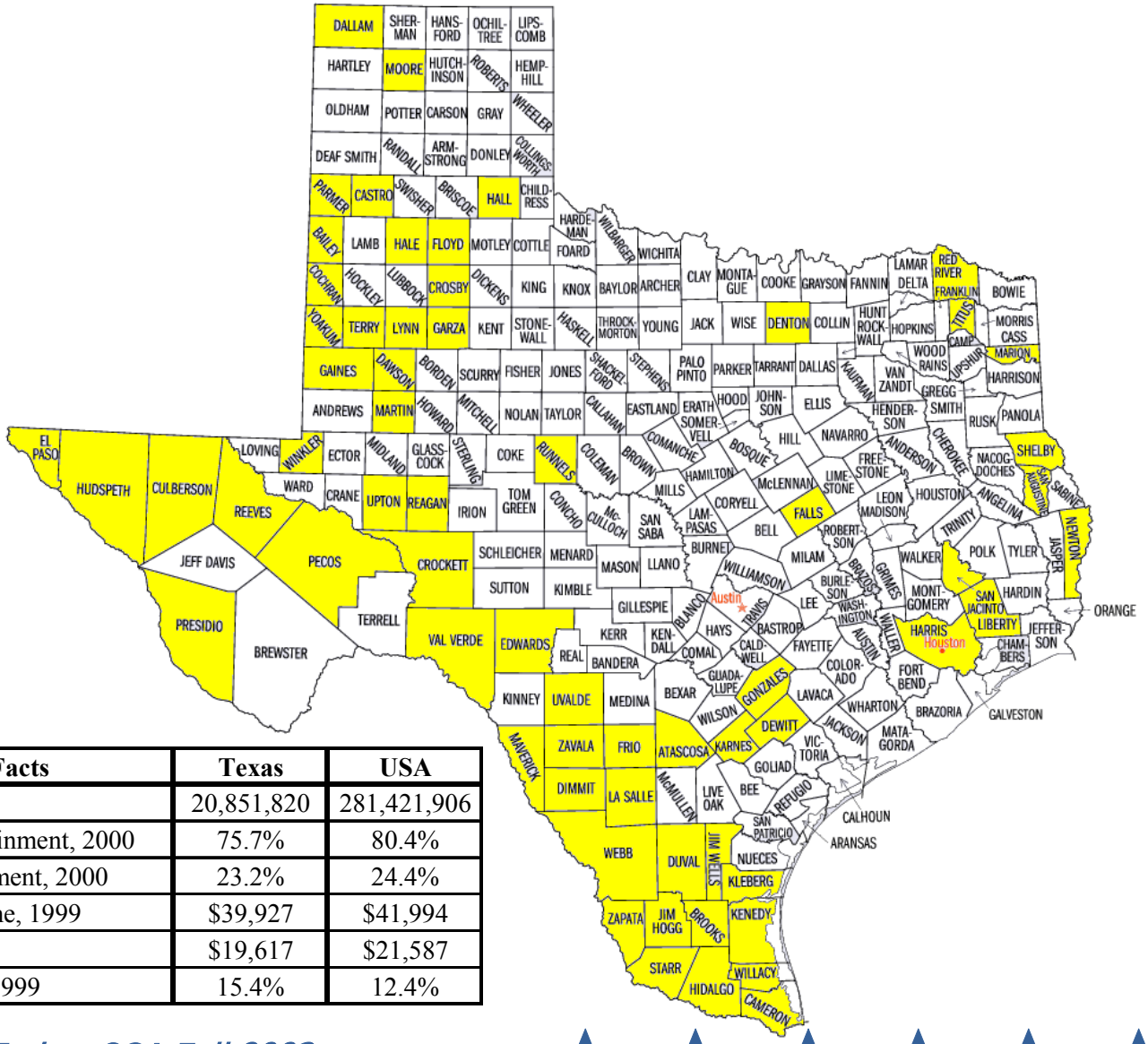
## 25% of Counties with Most Critical ENI




| State Quick Facts | Tennessee | USA |
|---|---|---|
| Population, 2000 | 5,689,283 | 281,421,906 |
| High School Degree Attainment, 2000 | 75.9% | 80.4% |
| Bachelors Degree Attainment, 2000 | 19.6% | 24.4% |
| Median Household Income, 1999 | $36,360 | $41,994 |
| Per Capita Income, 1999 | $19,393 | $21,587 |
| Persons Below Poverty, 1999 | 13.5% | 12.4% |

# Texas

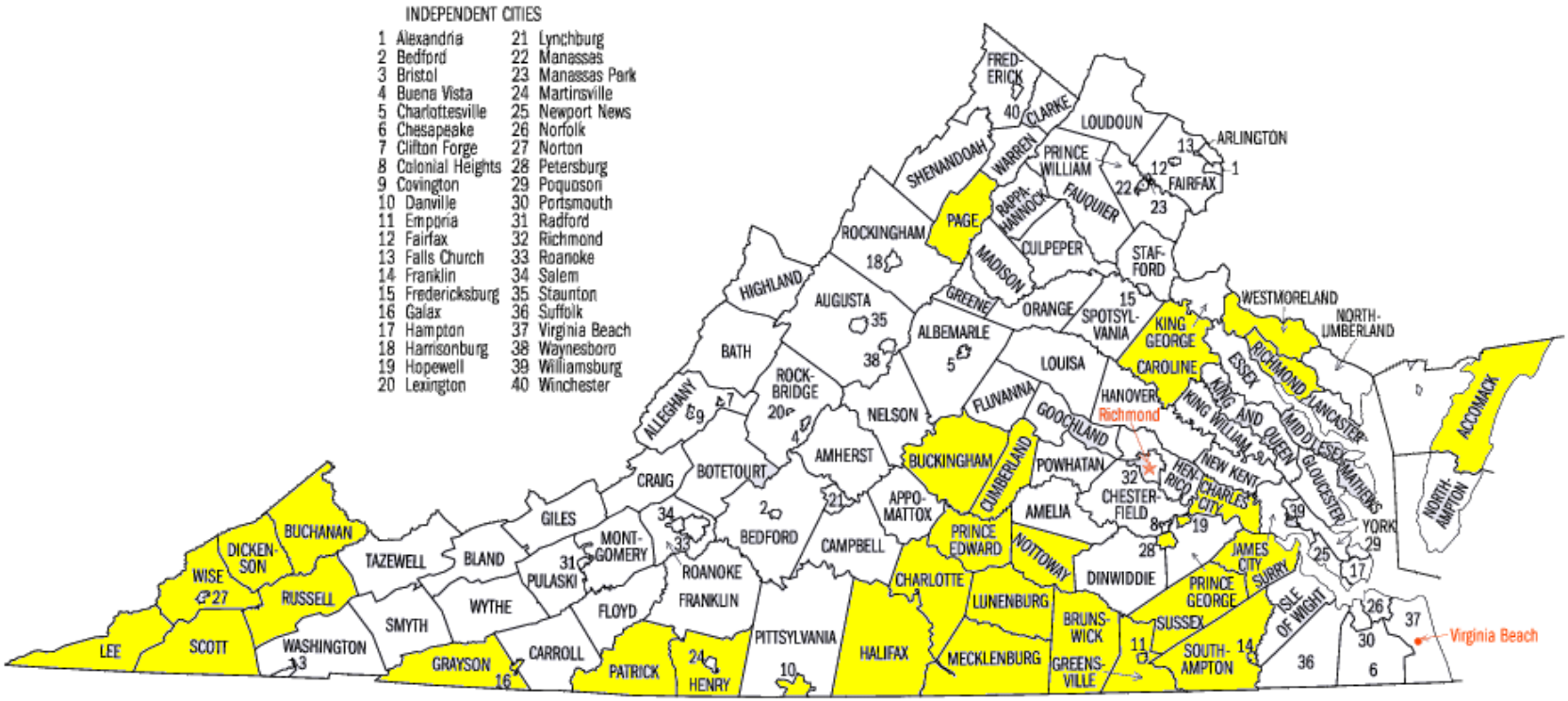
## 25% of Counties with Most Critical ENI




| State Quick Facts | Texas | USA |
|---|---|---|
| Population, 2000 | 20,851,820 | 281,421,906 |
| High School Degree Attainment, 2000 | 75.7% | 80.4% |
| Bachelors Degree Attainment, 2000 | 23.2% | 24.4% |
| Median Household Income, 1999 | $39,927 | $41,994 |
| Per Capita Income, 1999 | $19,617 | $21,587 |
| Persons Below Poverty, 1999 | 15.4% | 12.4% |

# Virginia

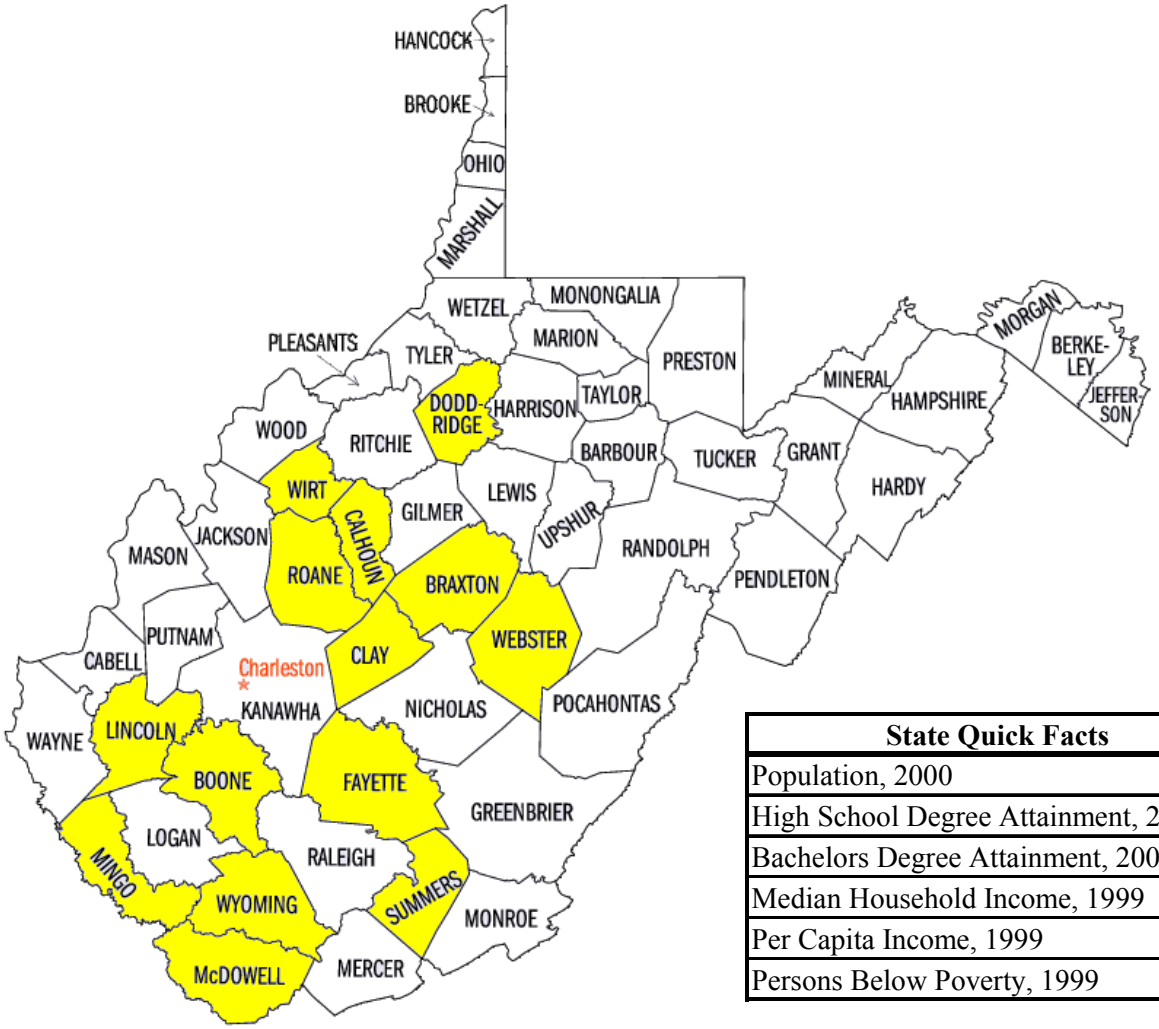
## 25% of Counties with Most Critical ENI




| State Quick Facts | Virginia | USA |
|---|---|---|
| Population, 2000 | 7,078,515 | 281,421,906 |
| High School Degree Attainment, 2000 | 81.5% | 80.4% |
| Bachelors Degree Attainment, 2000 | 29.5% | 24.4% |
| Median Household Income, 1999 | $46,677 | $41,994 |
| Per Capita Income, 1999 | $23,975 | $21,587 |
| Persons Below Poverty, 1999 | 9.6% | 12.4% |

# West Virginia

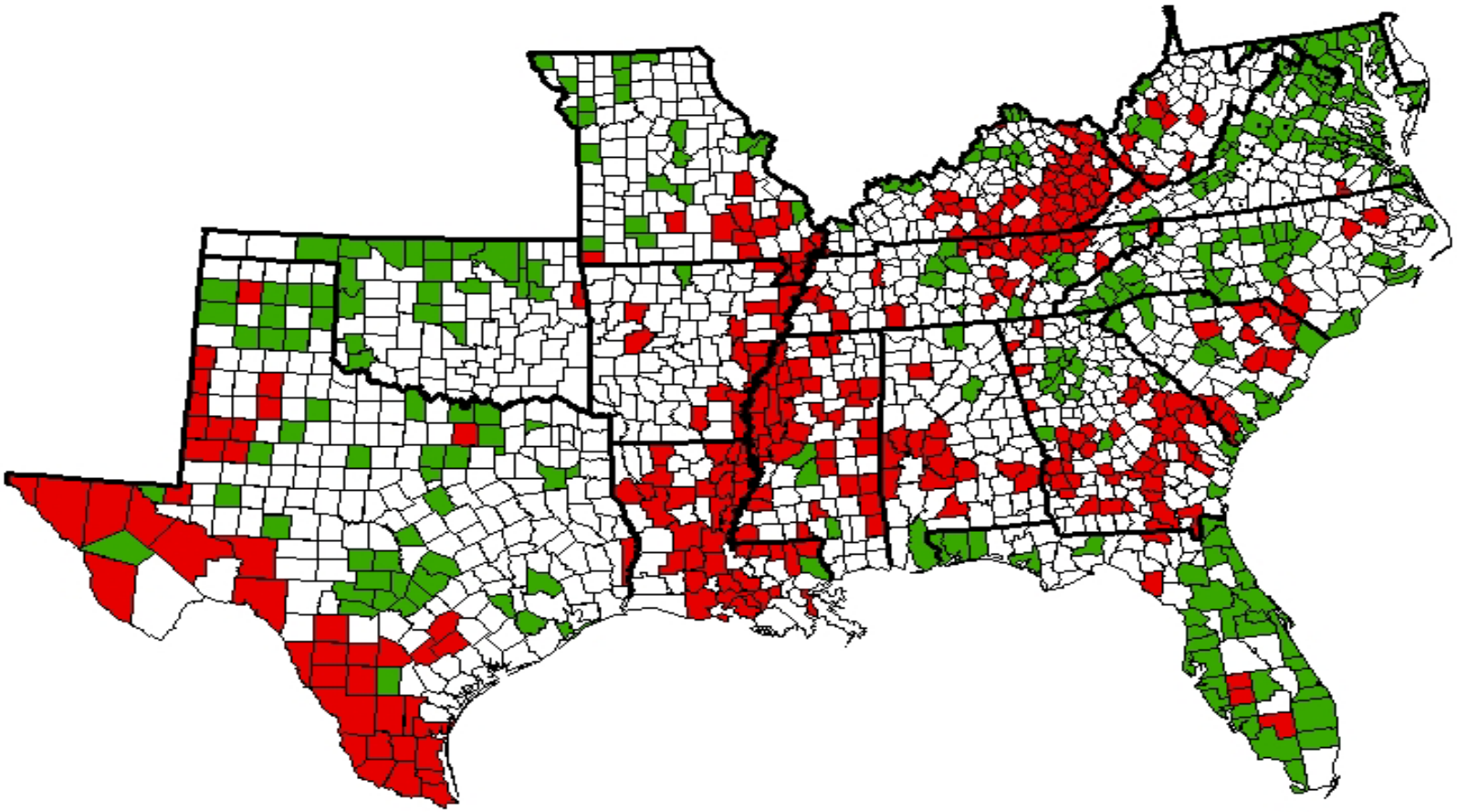
## 25% of Counties with Most Critical ENI




| State Quick Facts | W.Virginia | USA |
|---|---|---|
| Population, 2000 | 1,803,344 | 281,421,906 |
| High School Degree Attainment, 2000 | 75.2% | 80.4% |
| Bachelors Degree Attainment, 2000 | 14.8% | 24.4% |
| Median Household Income, 1999 | $29,696 | $41,994 |
| Per Capita Income, 1999 | $16,477 | $21,587 |
| Persons Below Poverty, 1999 | 17.9% | 12.4% |

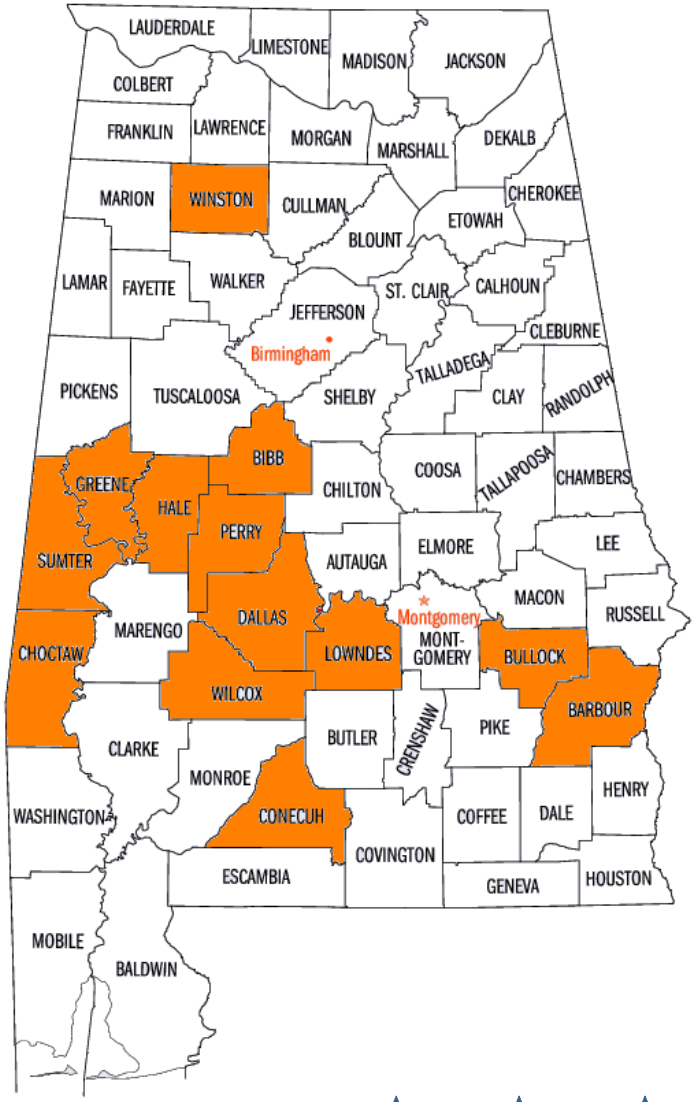
# The Educational Needs Index

*An overview of educational needs for the 1,538 Counties/Parishes in the Southern States.*



# Alabama

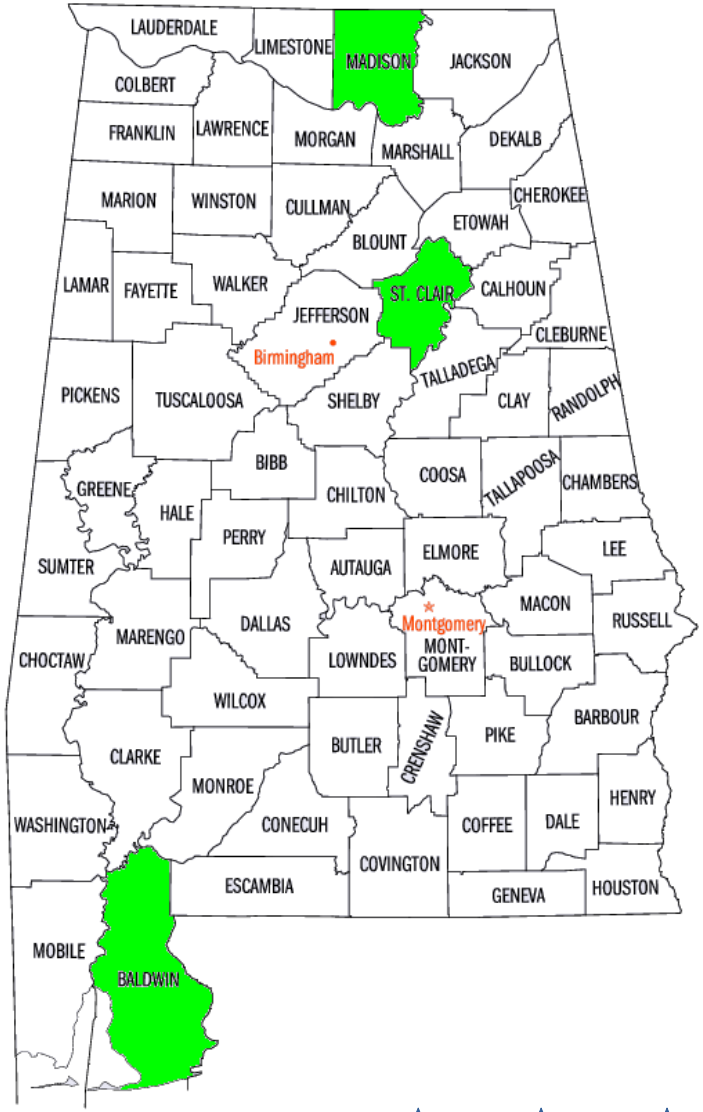
## ENI - Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Alabama

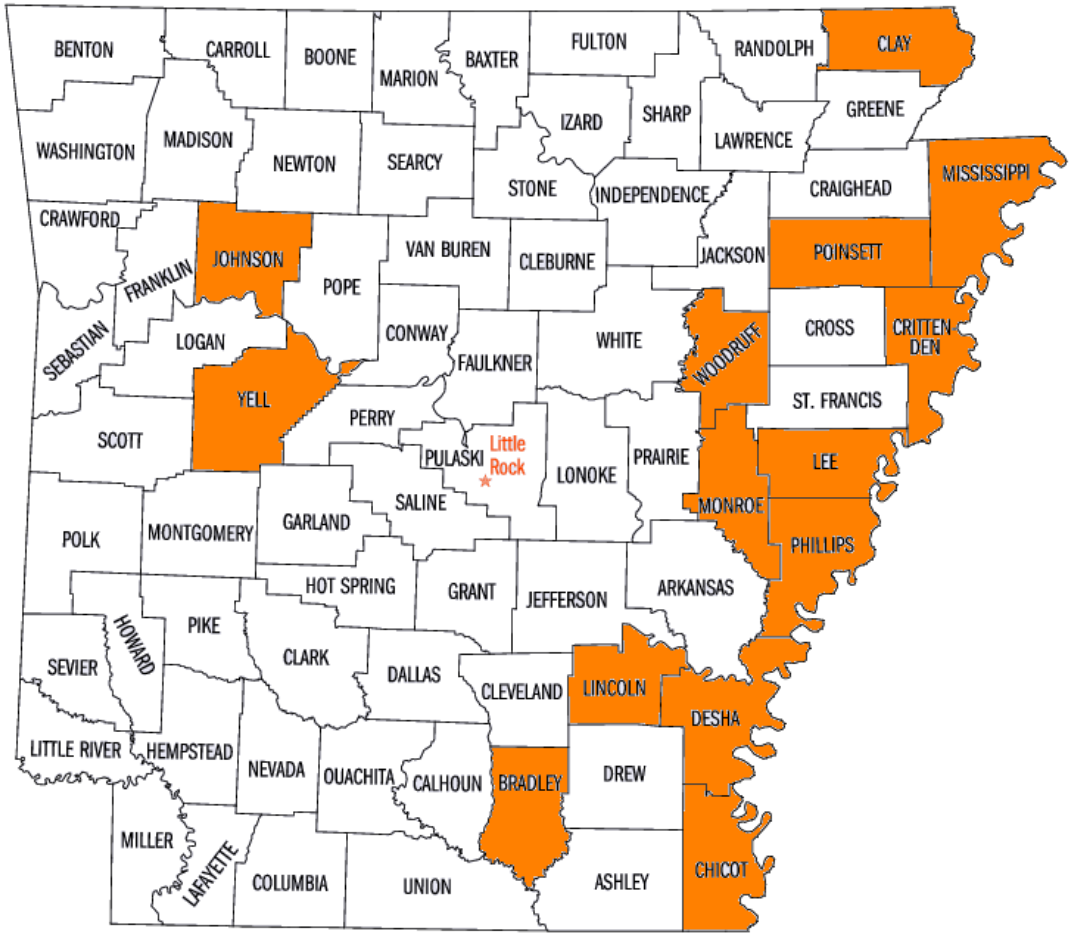
## ENI - Least Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Arkansas

## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Arkansas

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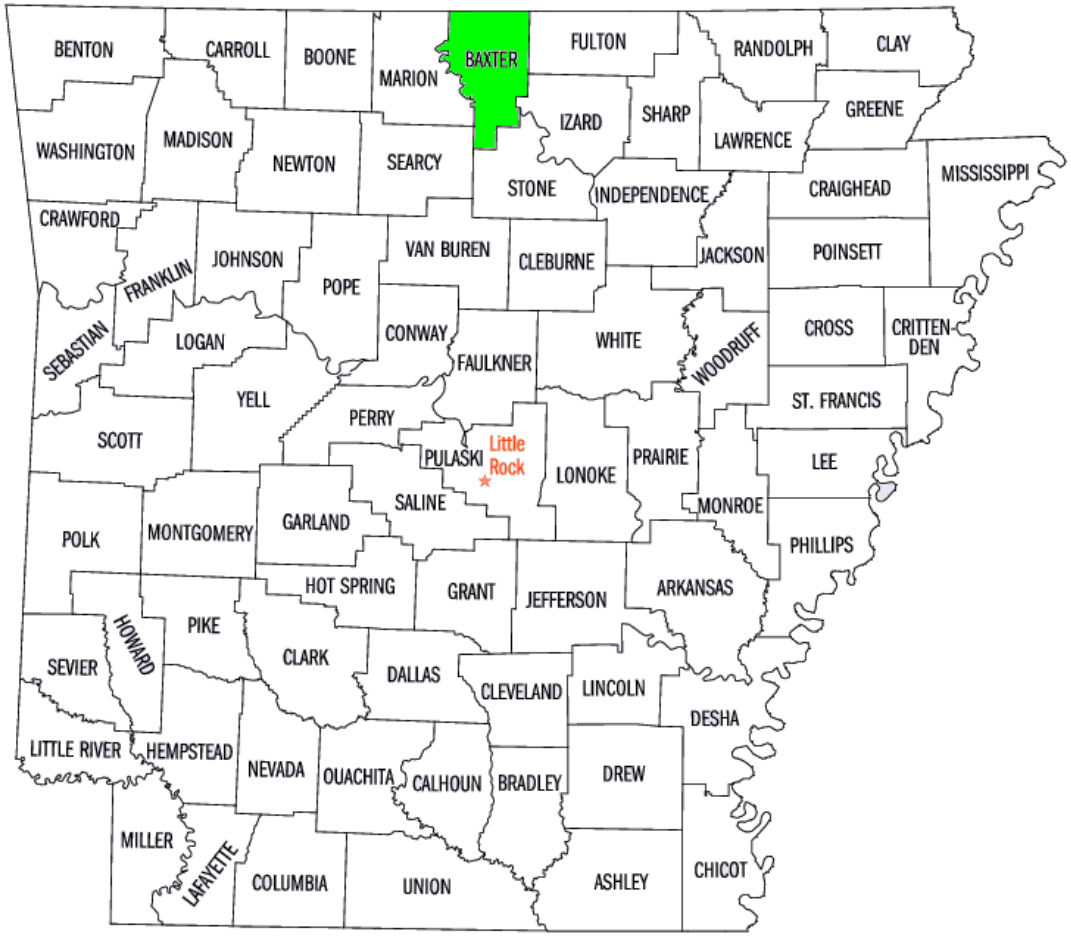
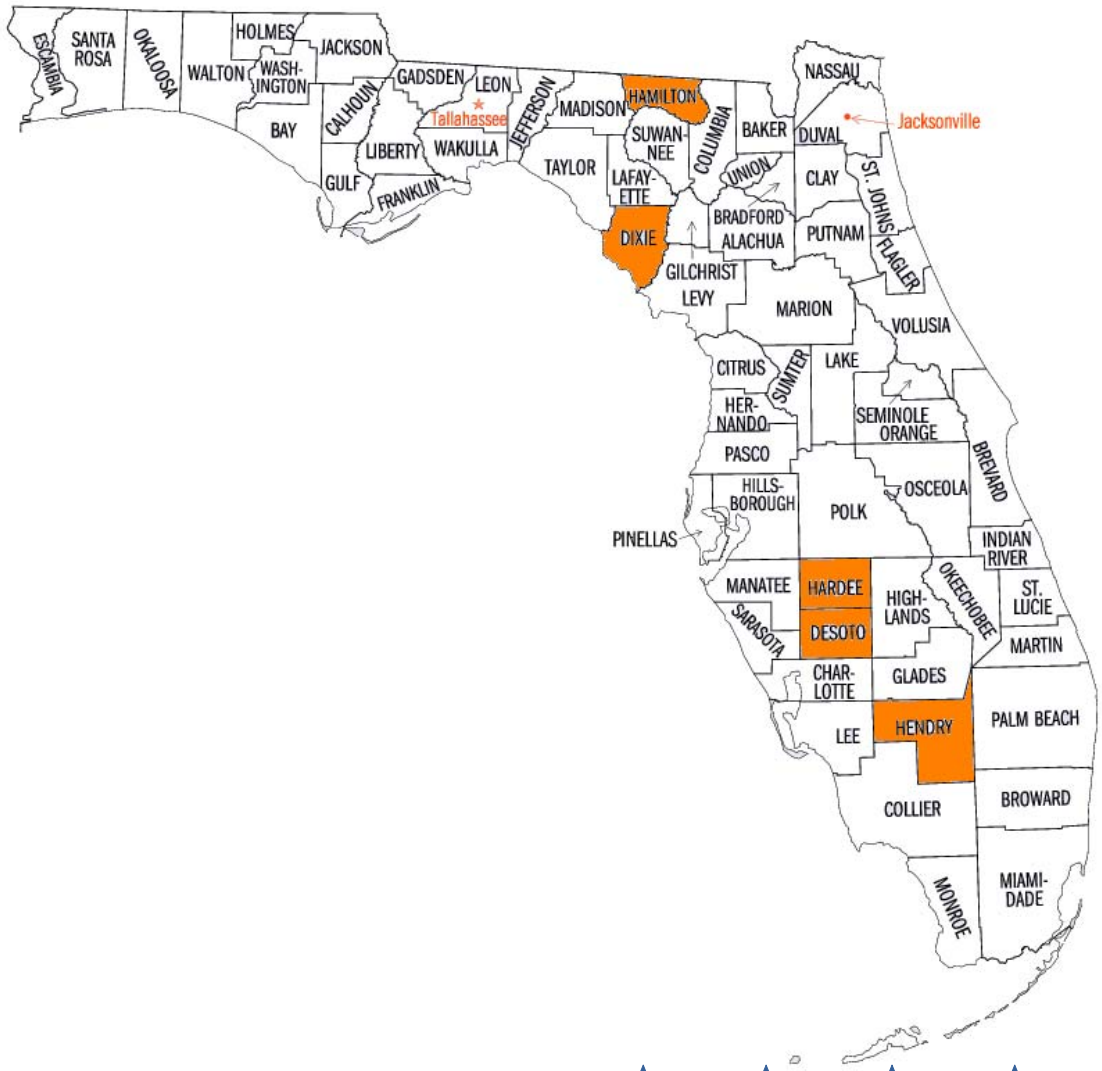



*Educational Needs Index, SGA Fall 2003*

# Florida

## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Florida

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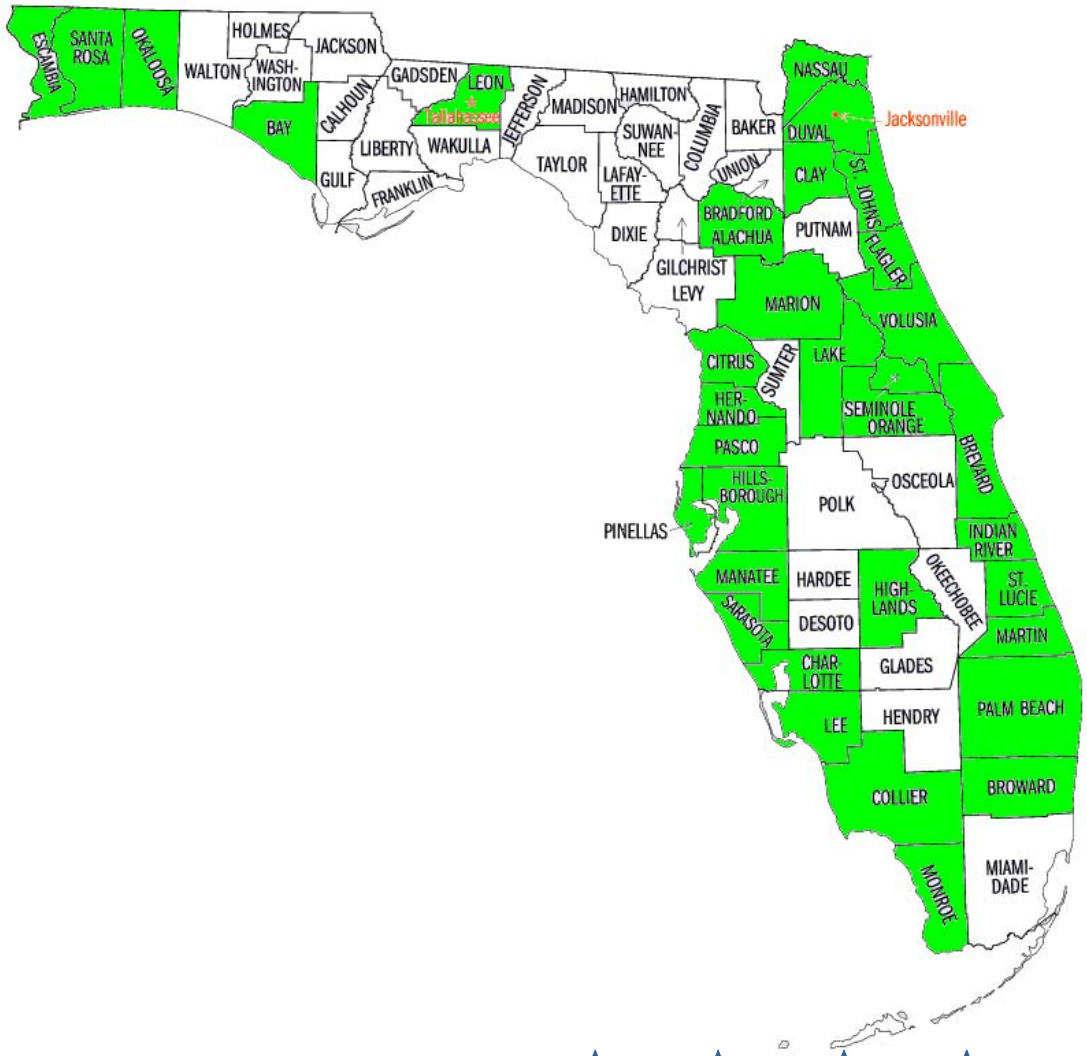
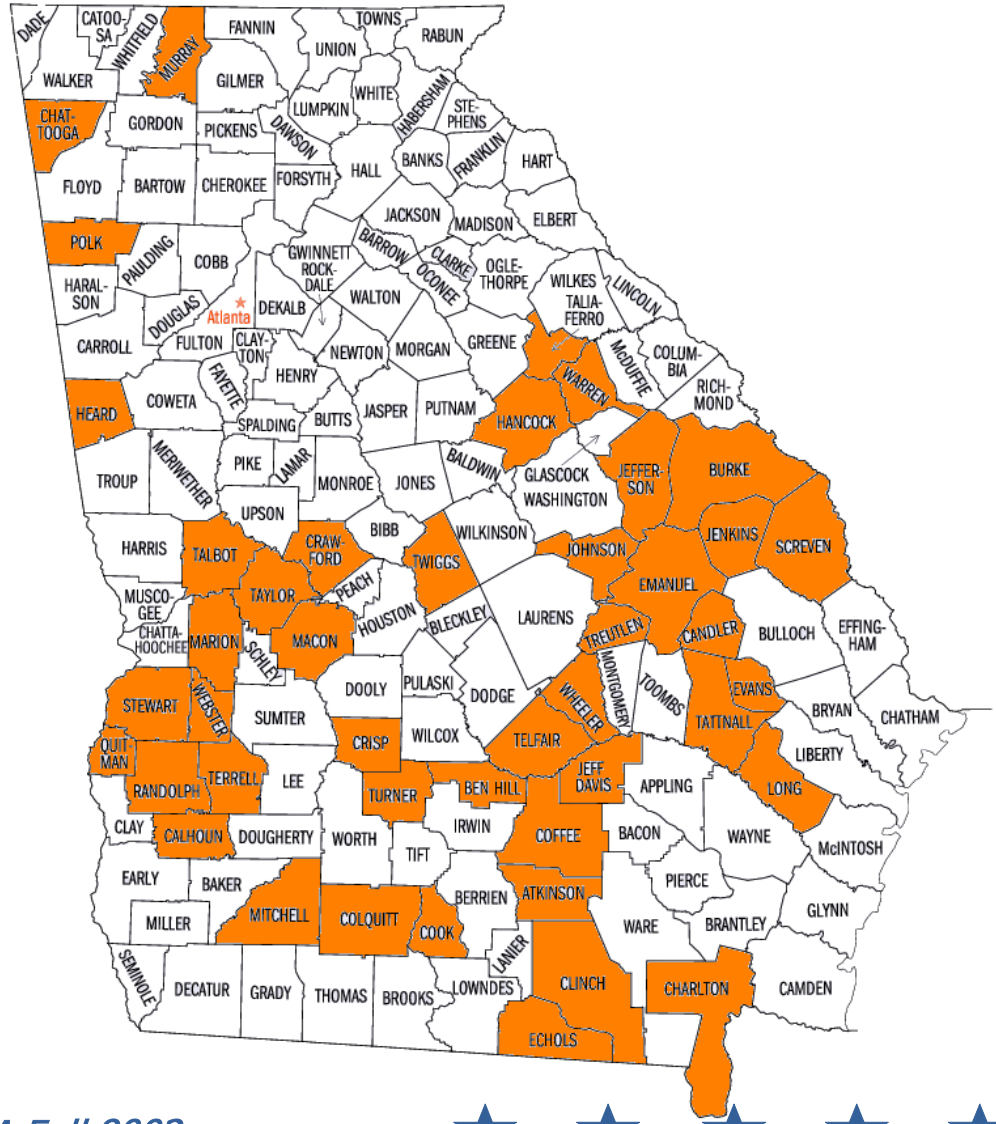



*Educational Needs Index, SGA Fall 2003*

# Georgia

## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Georgia

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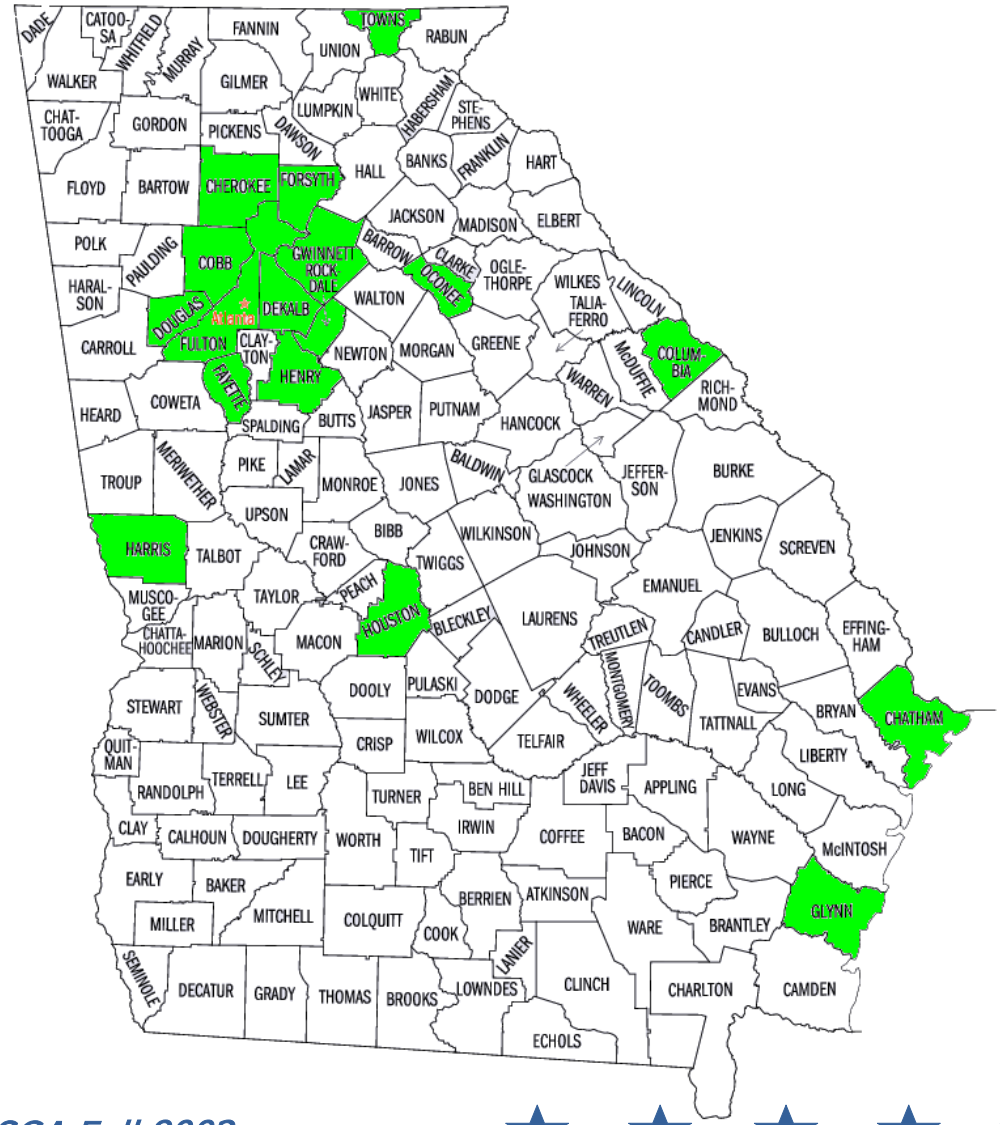
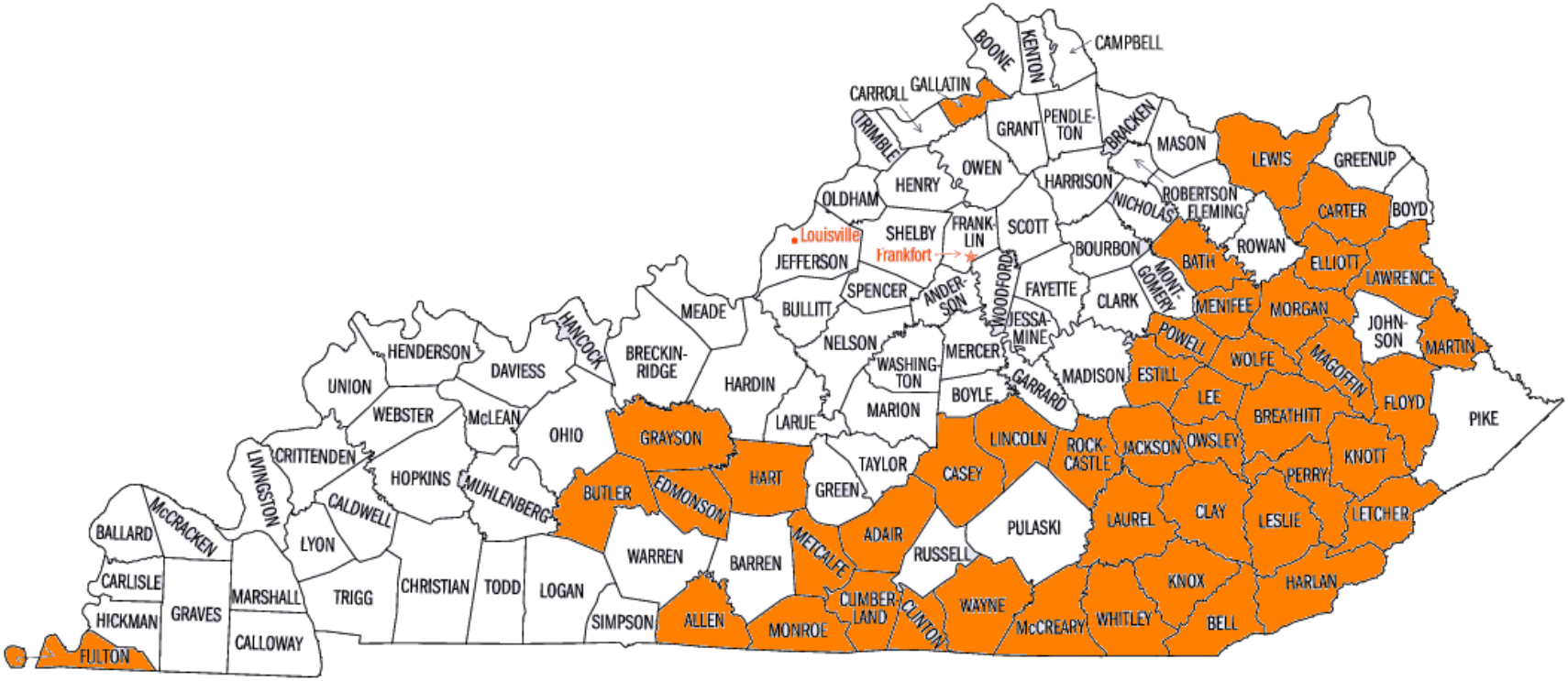



*Educational Needs Index, SGA Fall 2003*

# Kentucky

## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Kentucky

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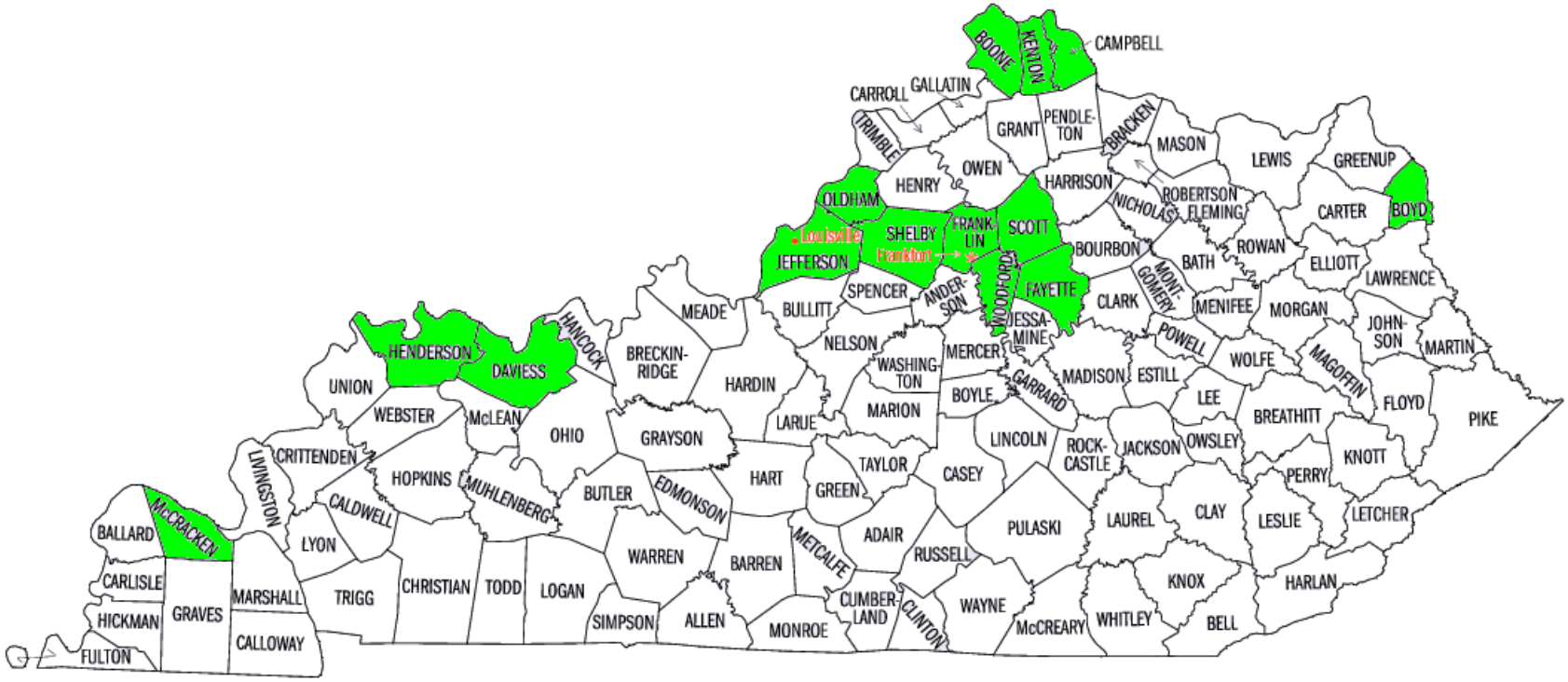
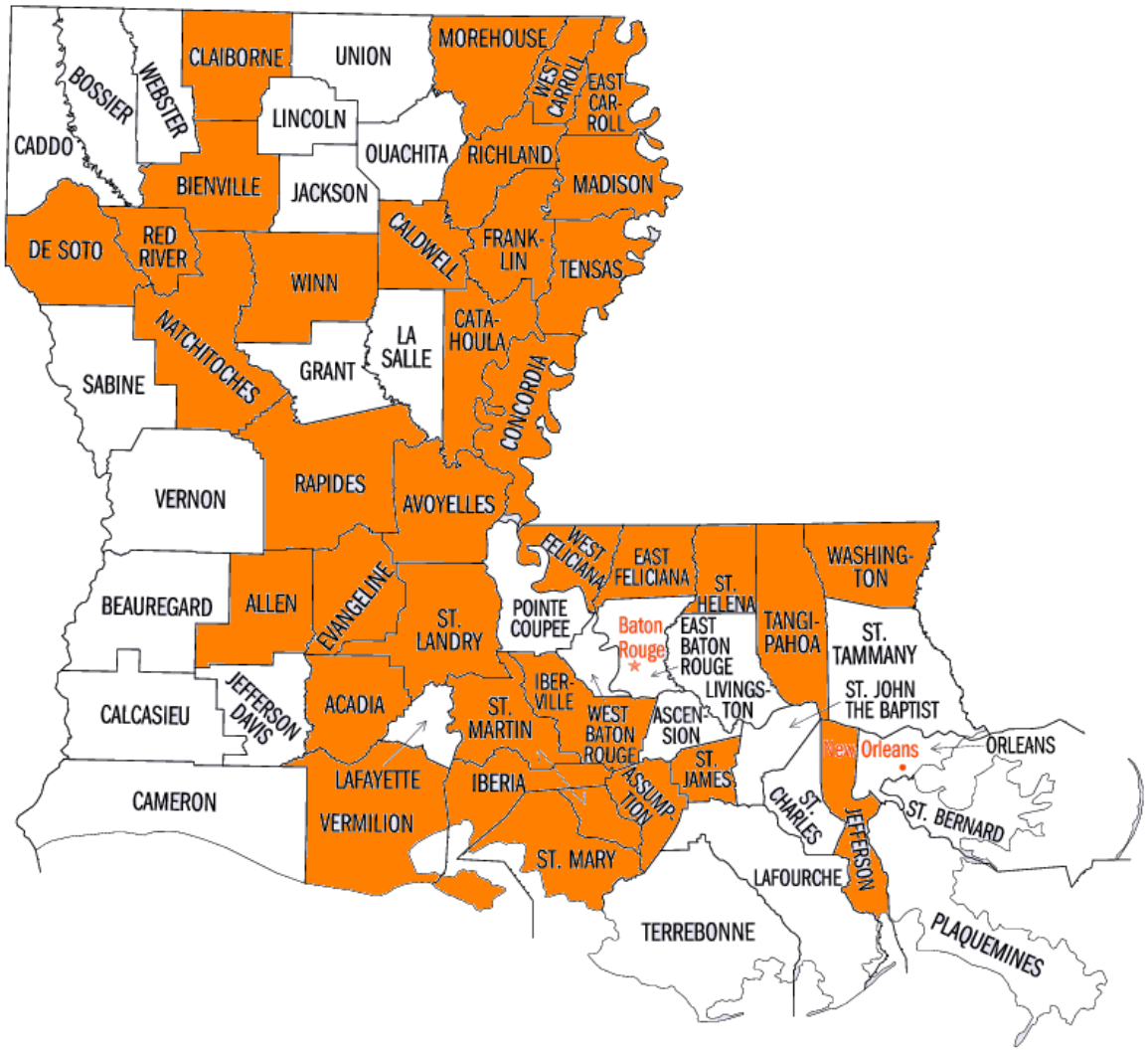



*Educational Needs Index, SGA Fall 2003*

# Louisiana

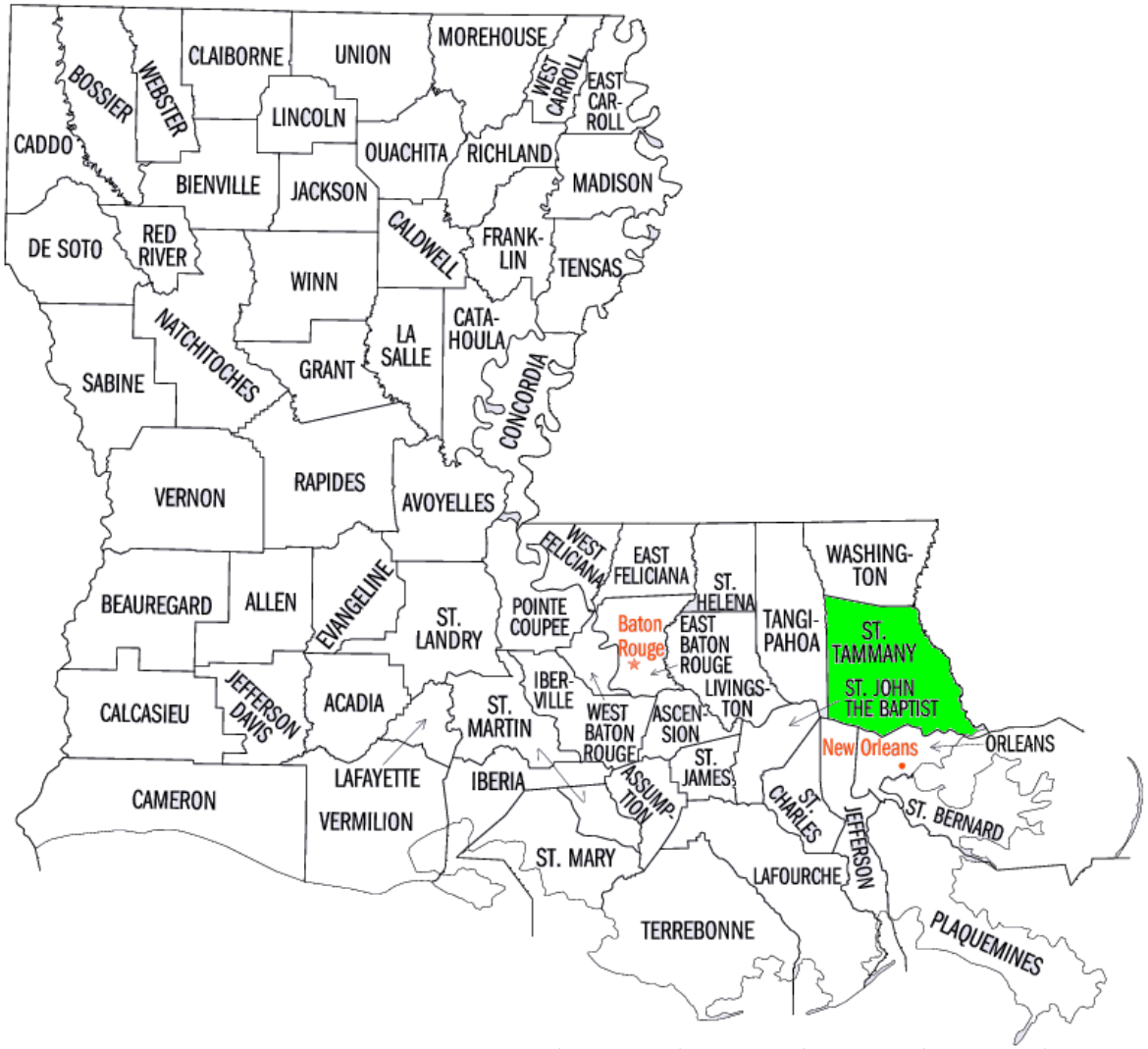
## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Louisiana

## ENI – Least Critical 300 in South

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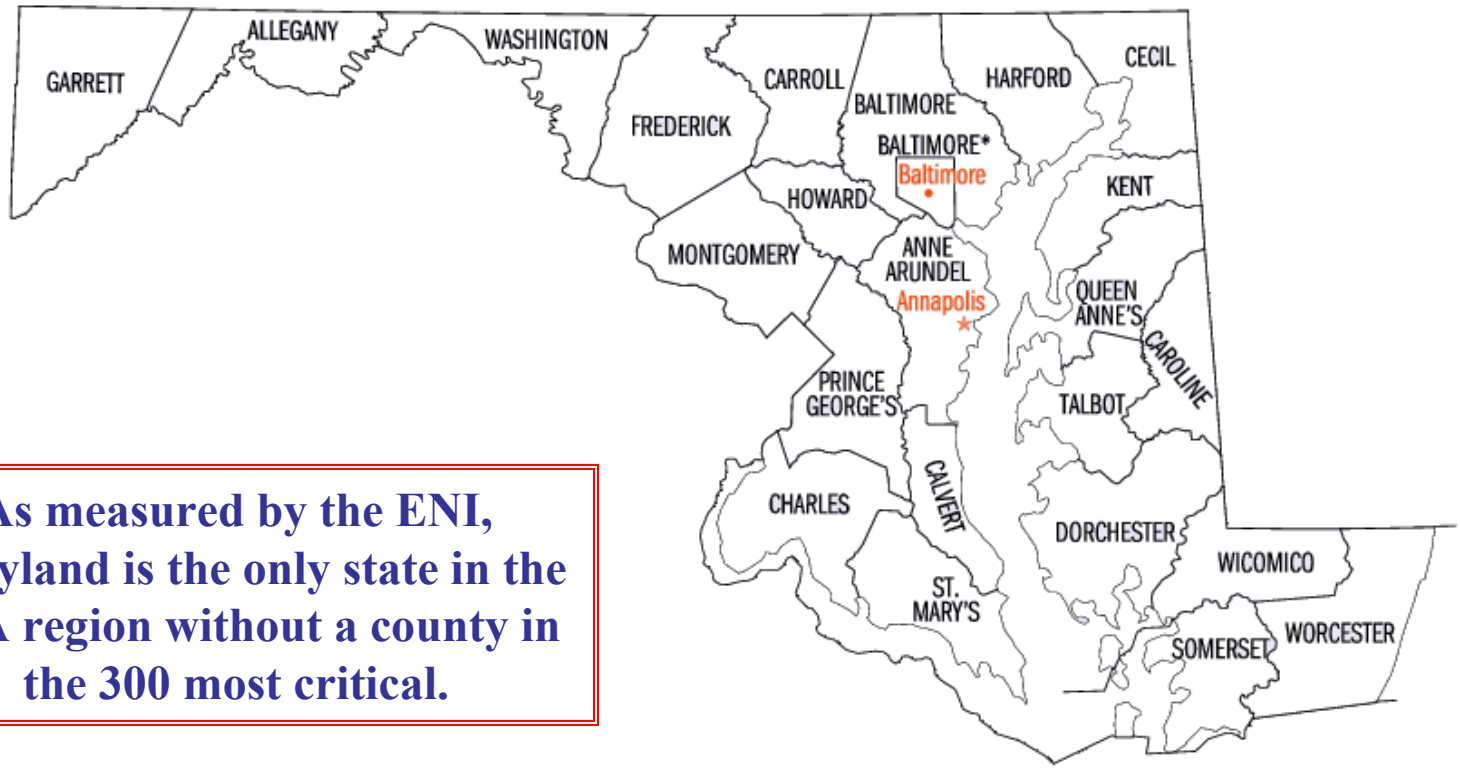
# Maryland

## ENI – Most Critical 300 in South

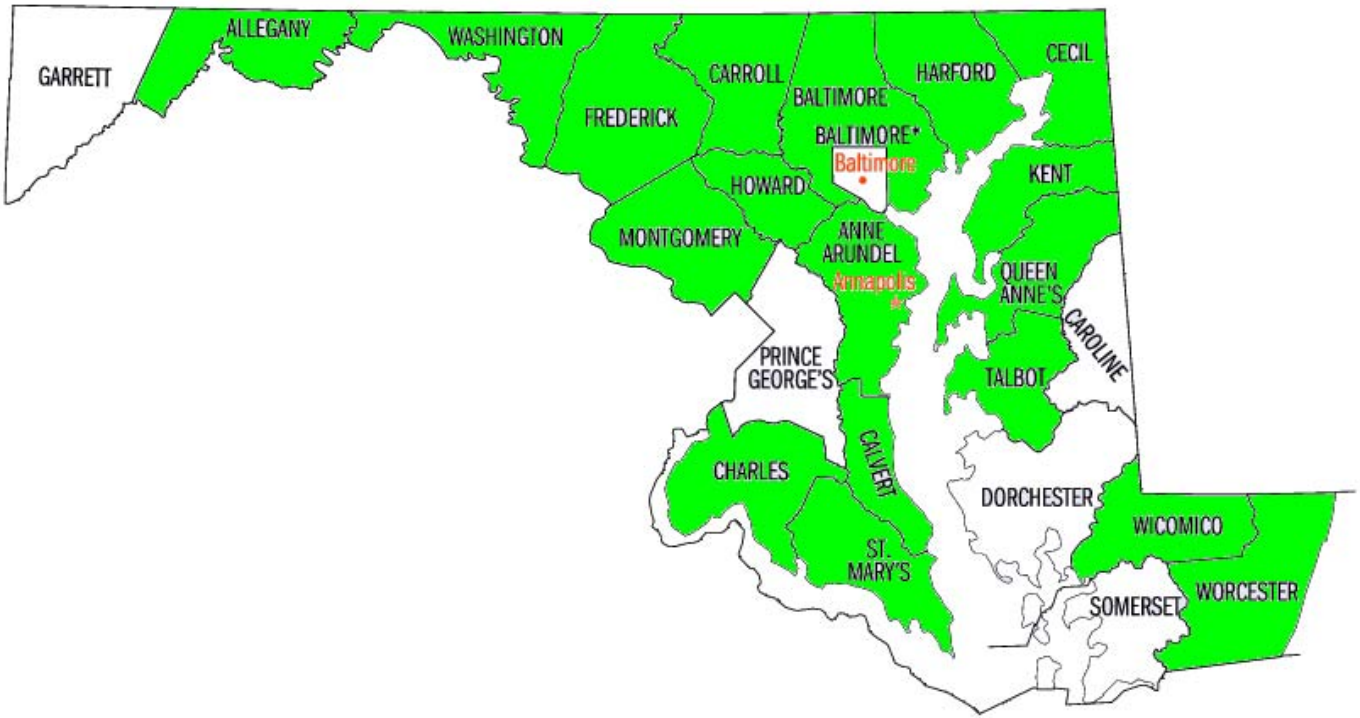



**As measured by the ENI, Maryland is the only state in the SGA region without a county in the 300 most critical.**

*Educational Needs Index, SGA Fall 2003*

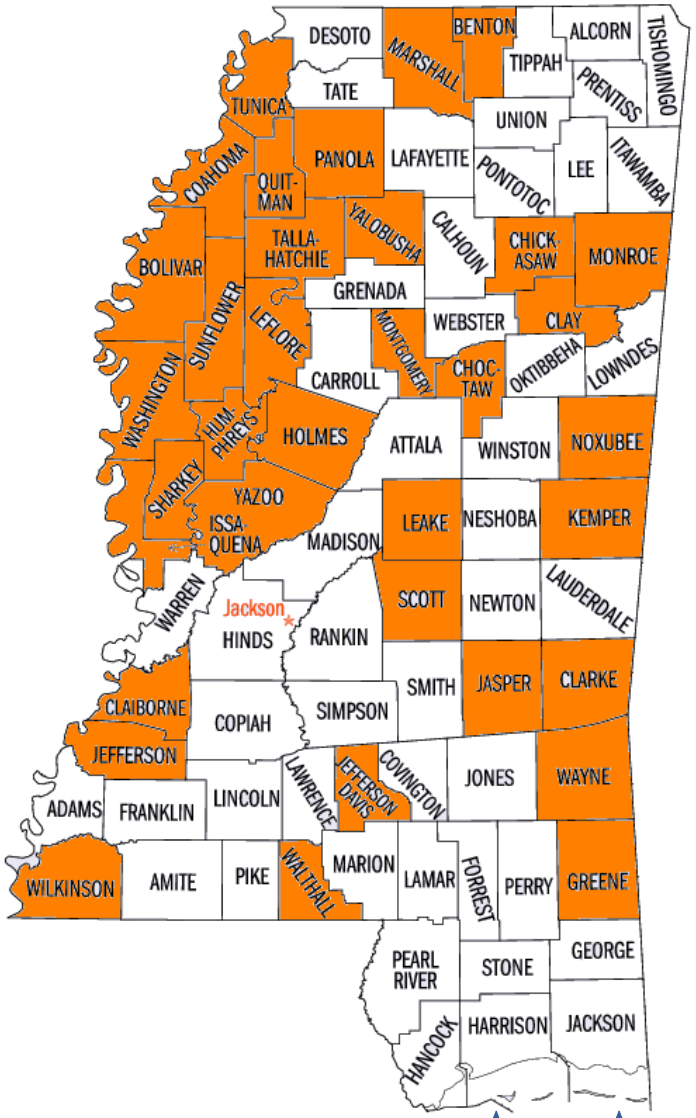
# Maryland

## ENI – Least Critical 300 in South



# Mississippi

## ENI – Most Critical 300 in South

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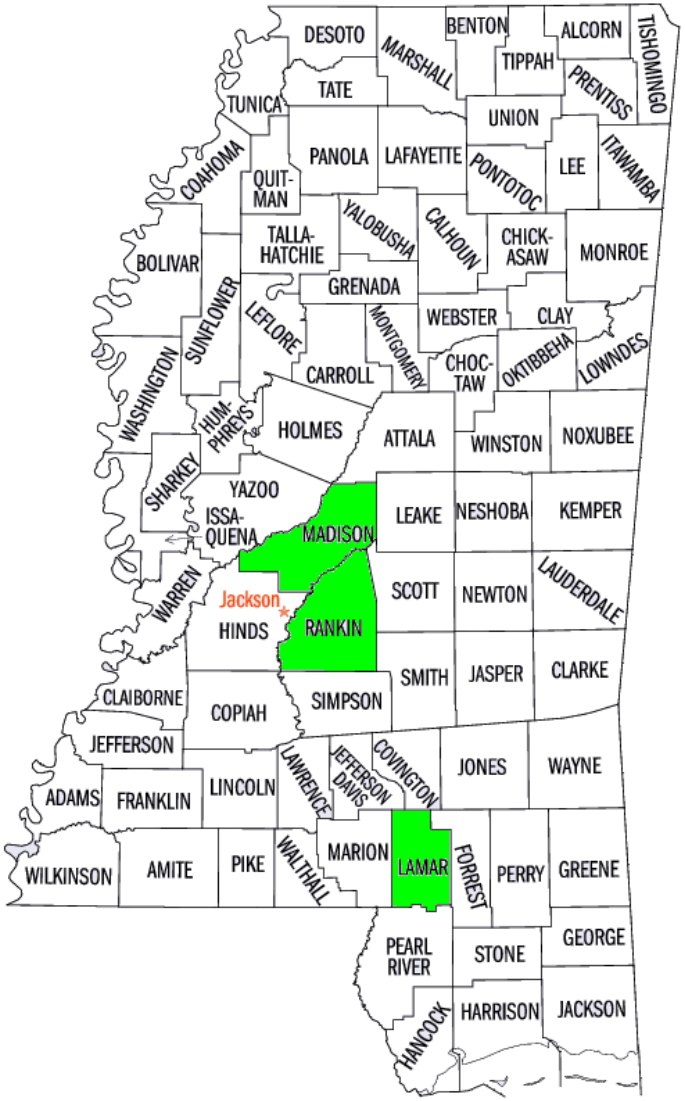
# Mississippi

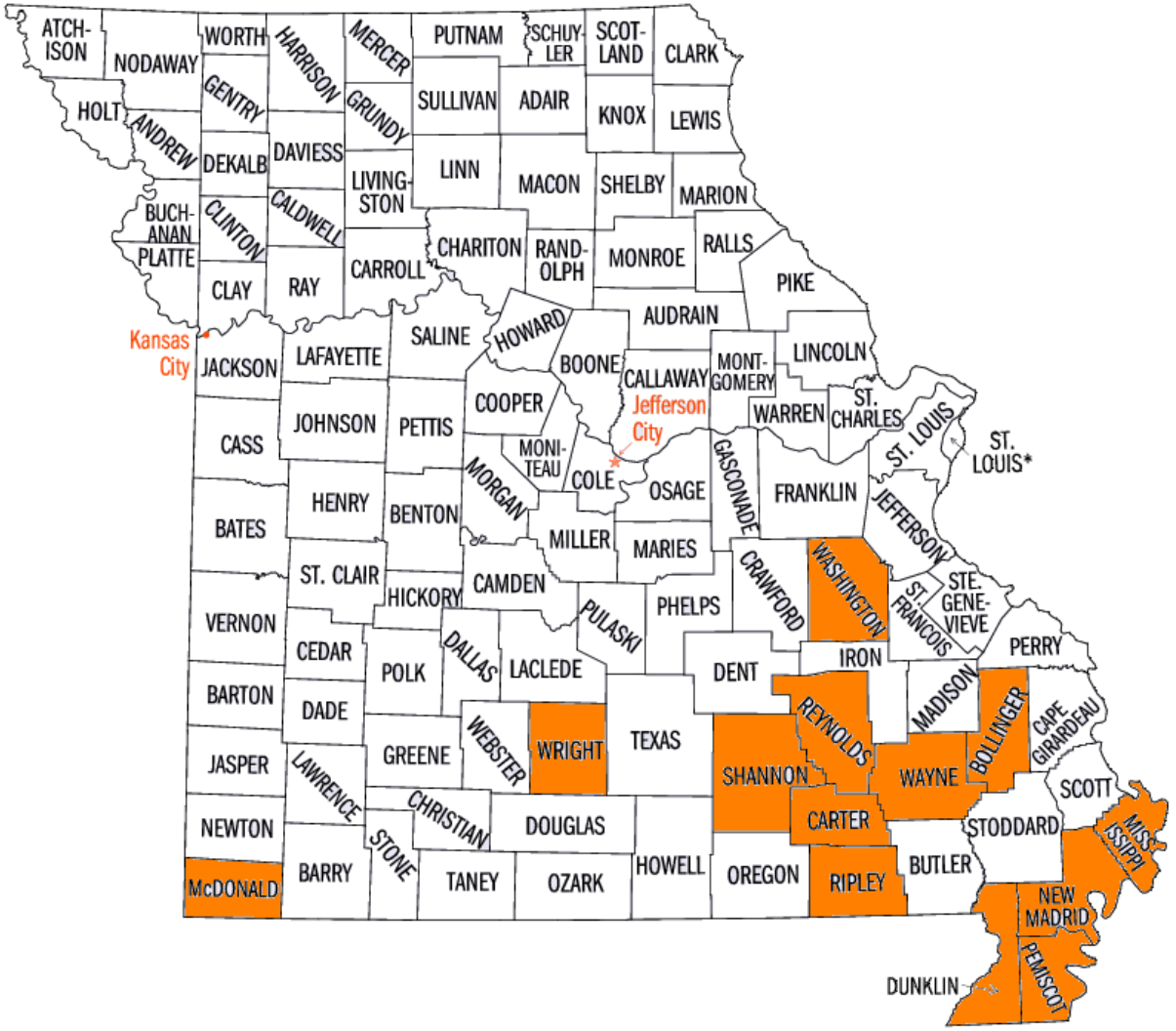
## ENI – Least Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Missouri

## ENI – Most Critical 300 in South

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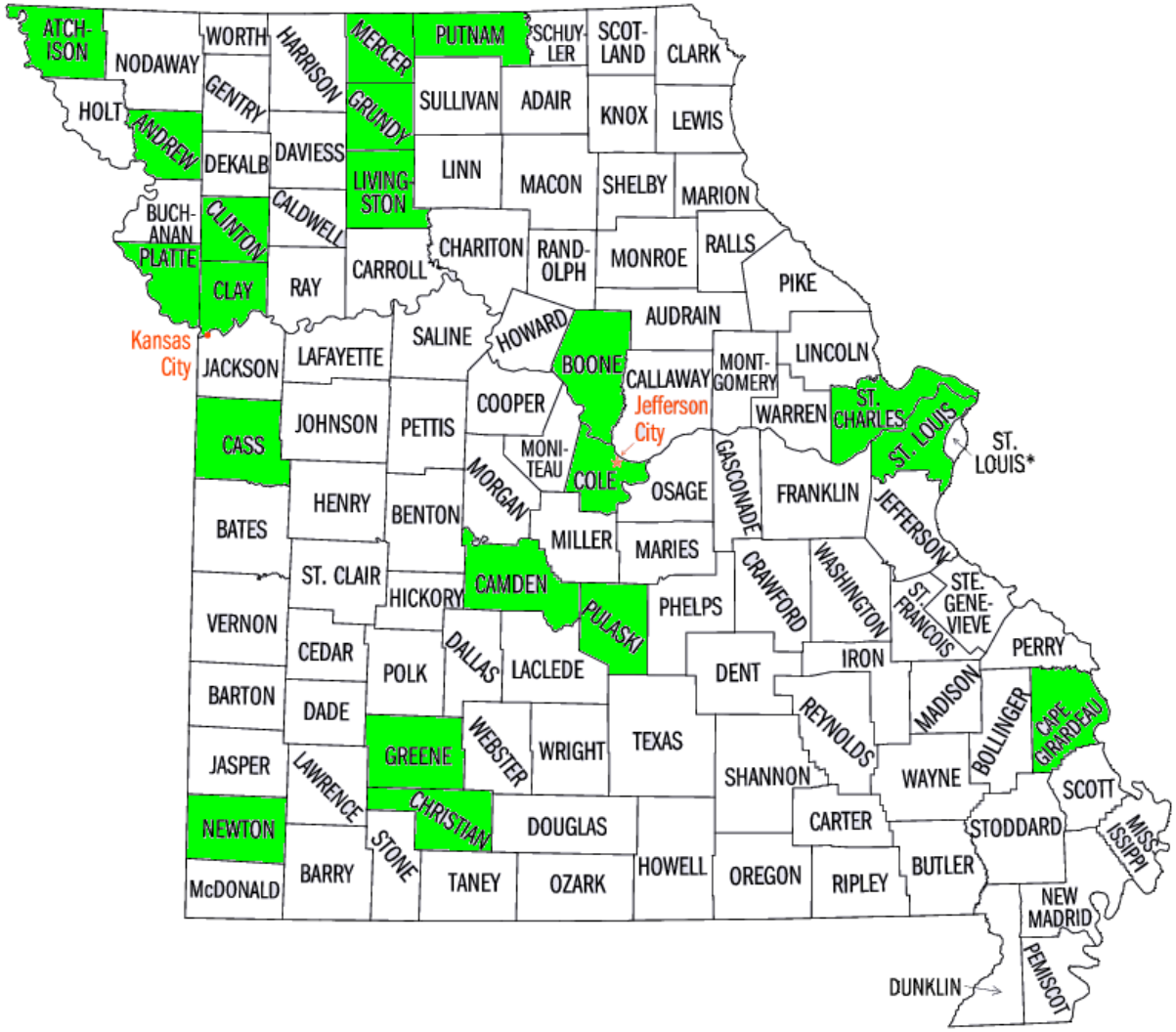
# Missouri

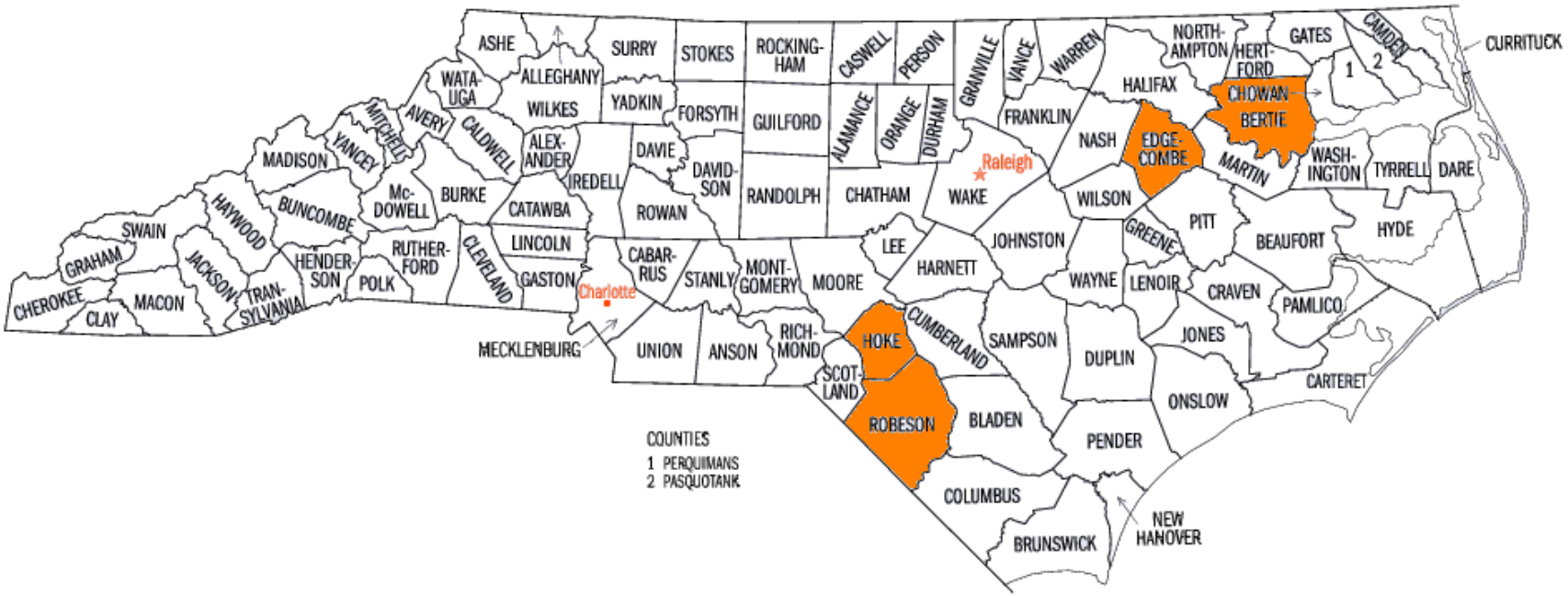
## ENI – Least Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# North Carolina

## ENI – Most Critical 300 in South

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# North Carolina

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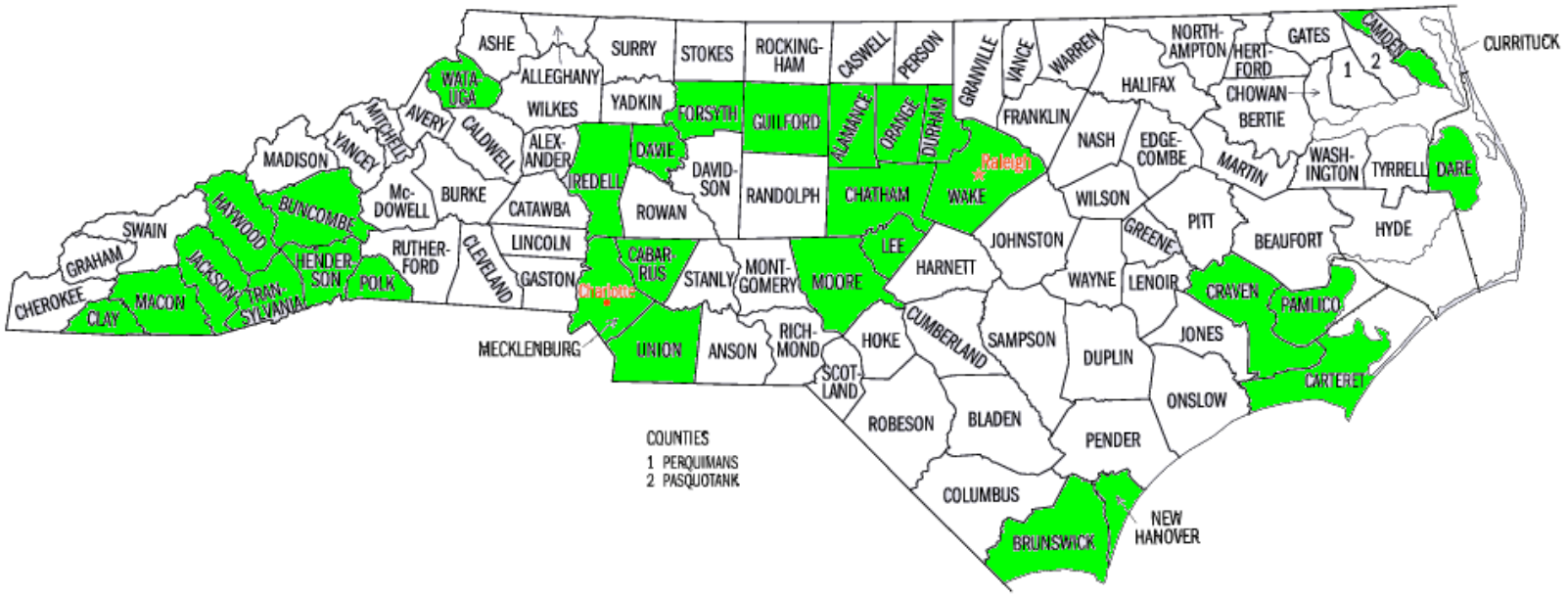
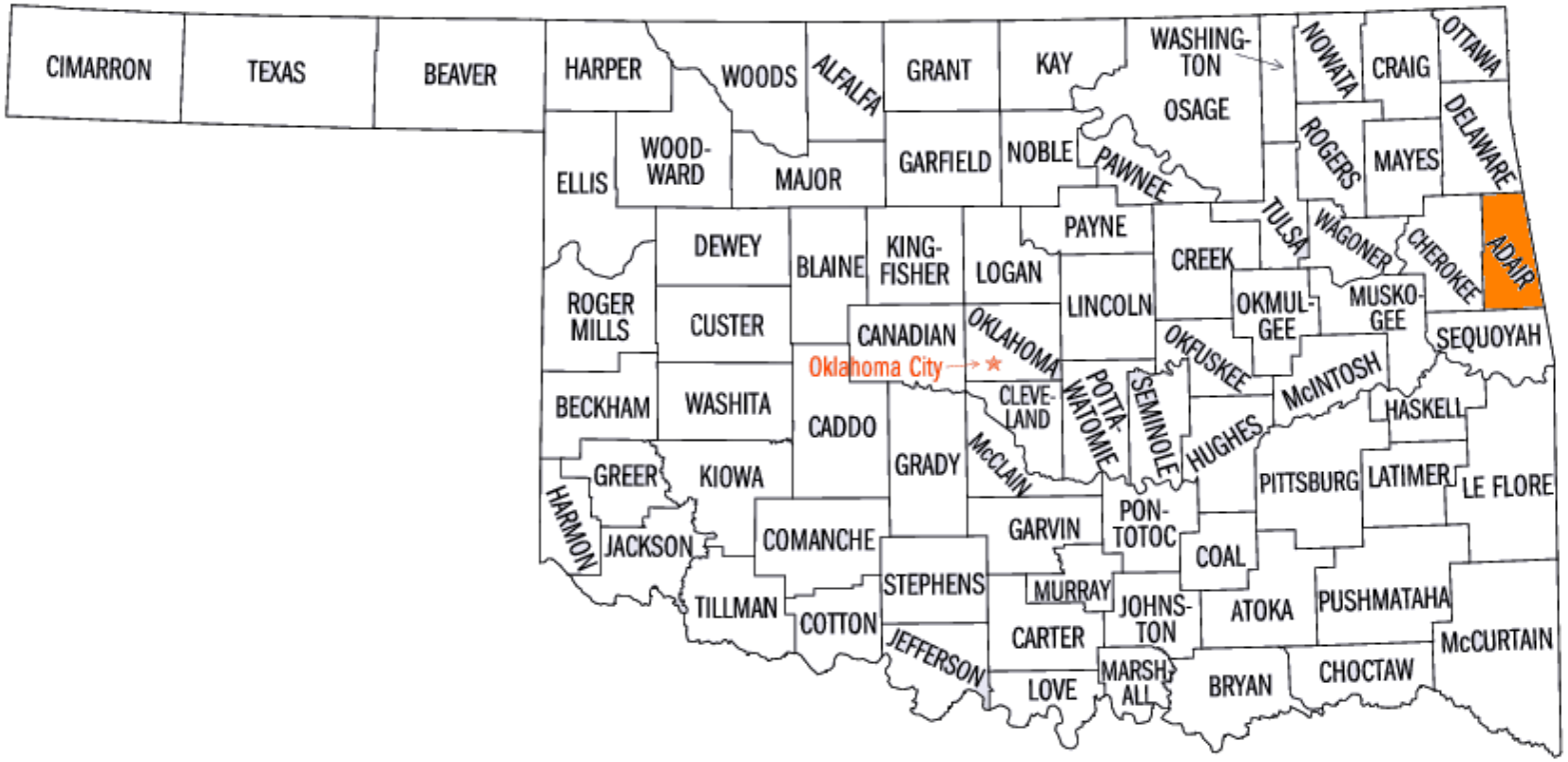



*Educational Needs Index, SGA Fall 2003*

# Oklahoma

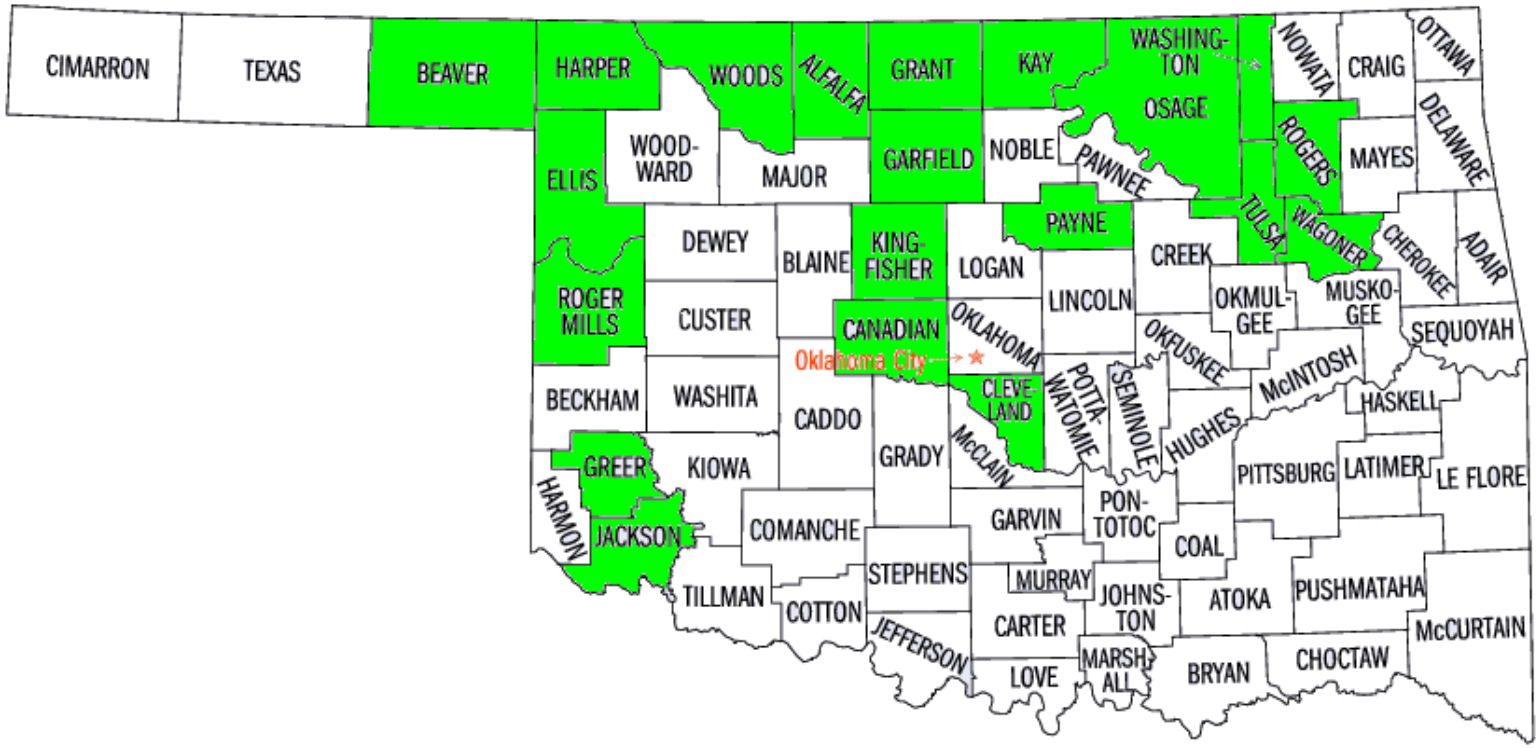
## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Oklahoma

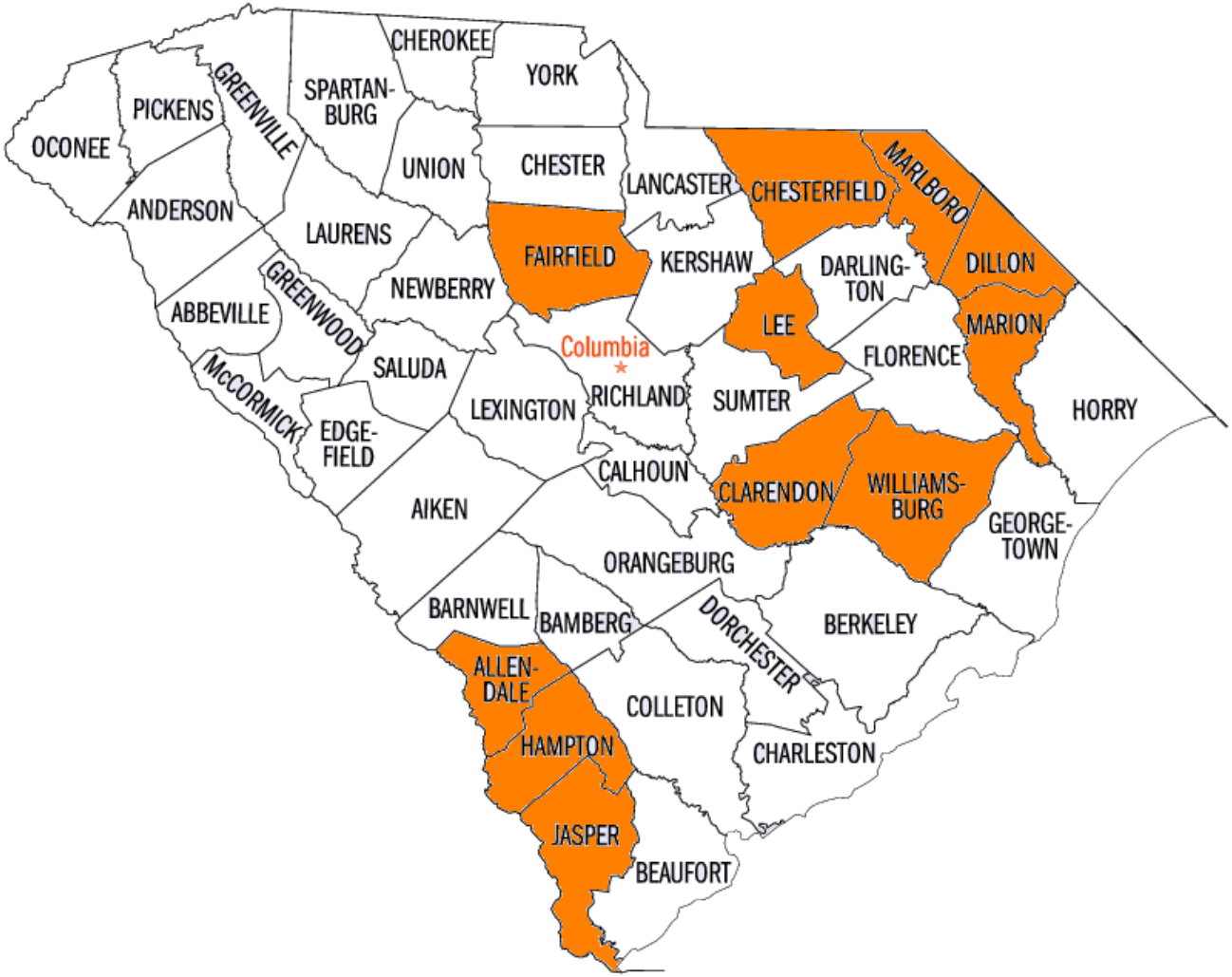
## ENI – Least Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# South Carolina

## ENI – Most Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# South Carolina

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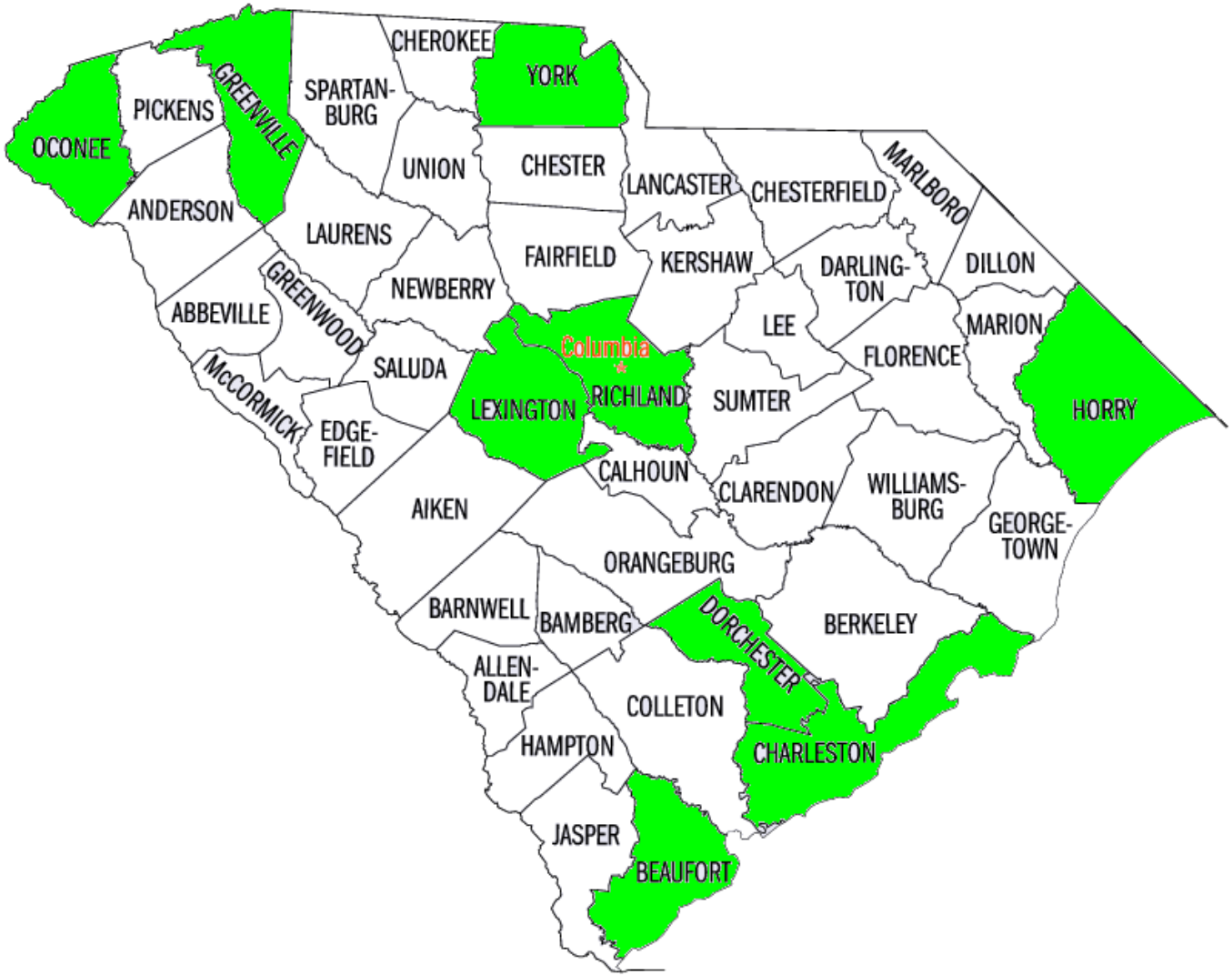
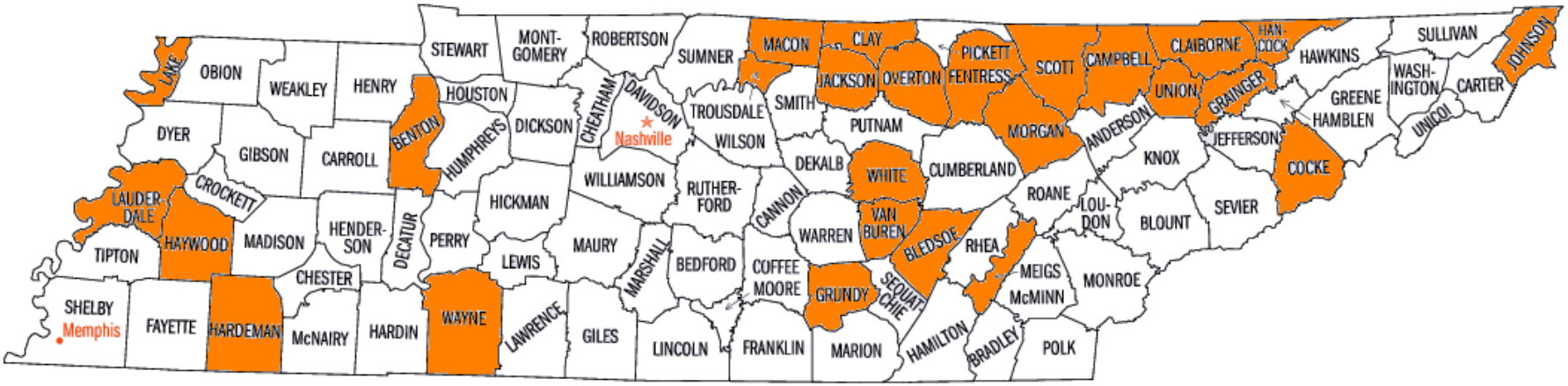



*Educational Needs Index, SGA Fall 2003*

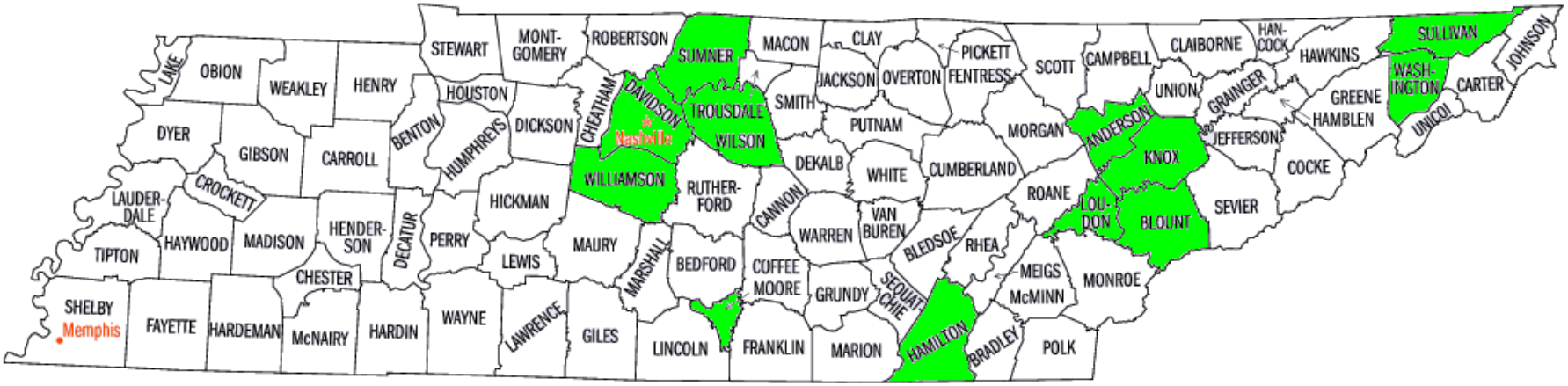
# Tennessee

## ENI – Most Critical 300 in South



# Tennessee

## ENI – Least Critical 300 in South



# Texas

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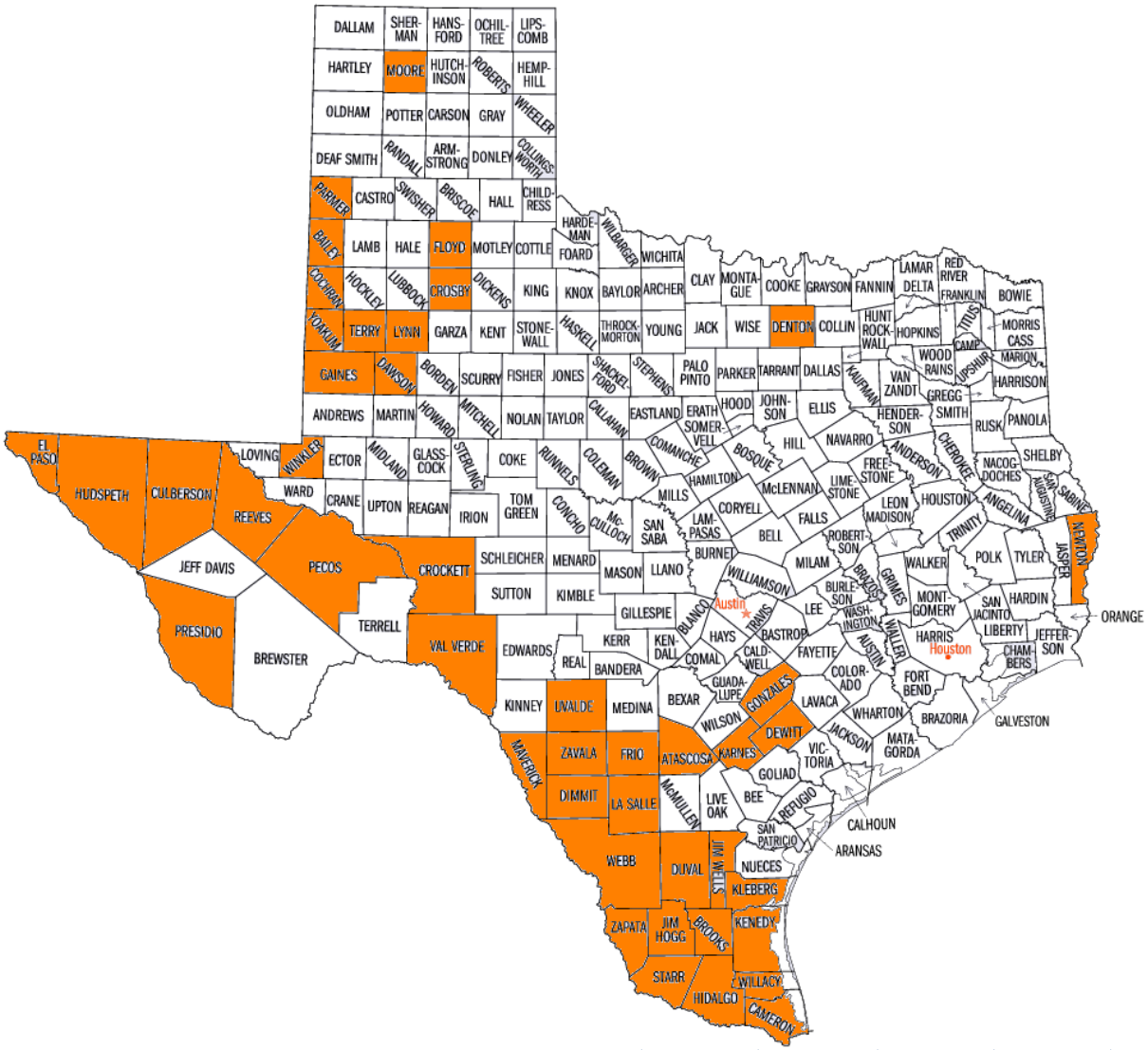
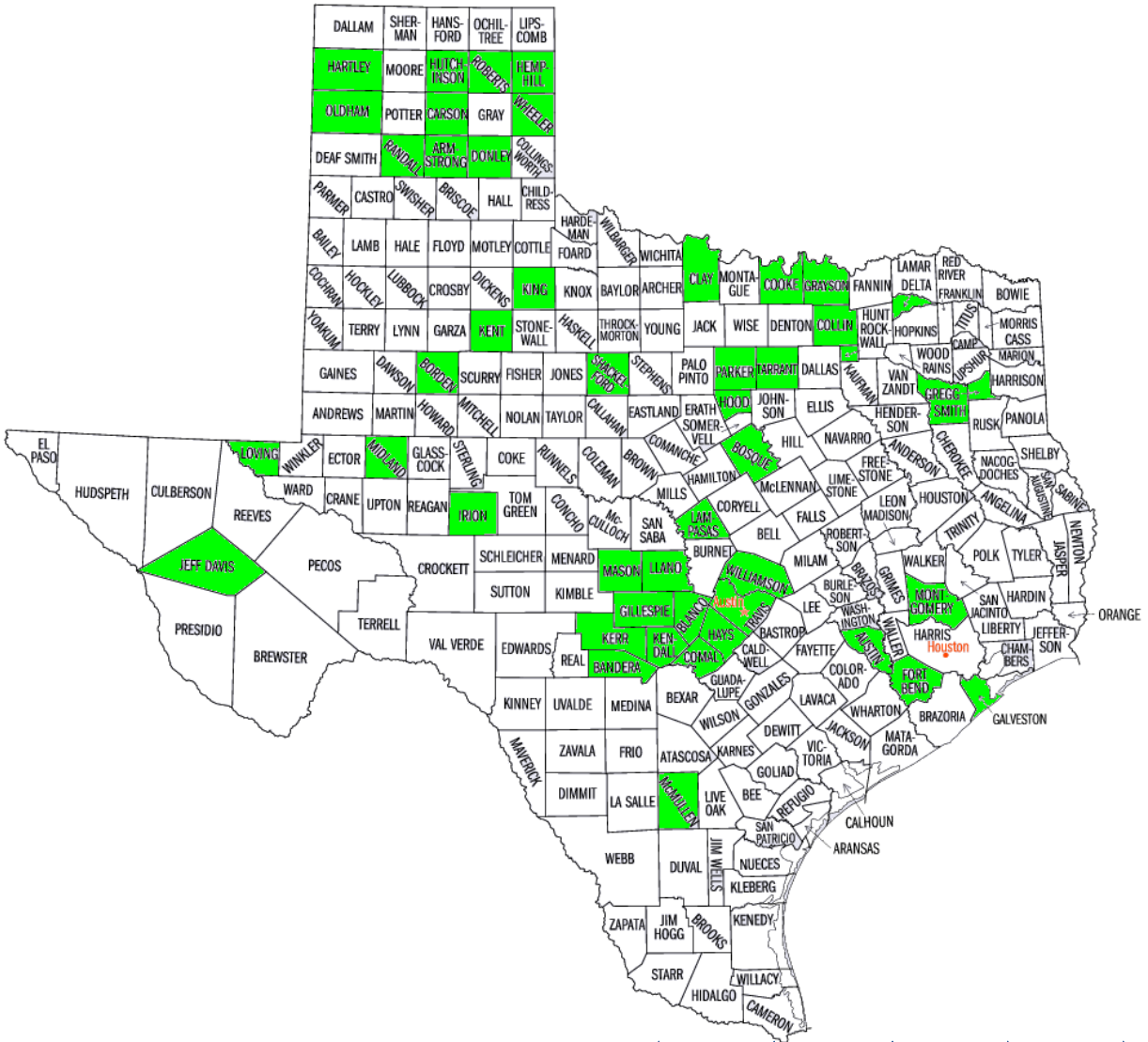



*Educational Needs Index, SGA Fall 2003*

# Texas

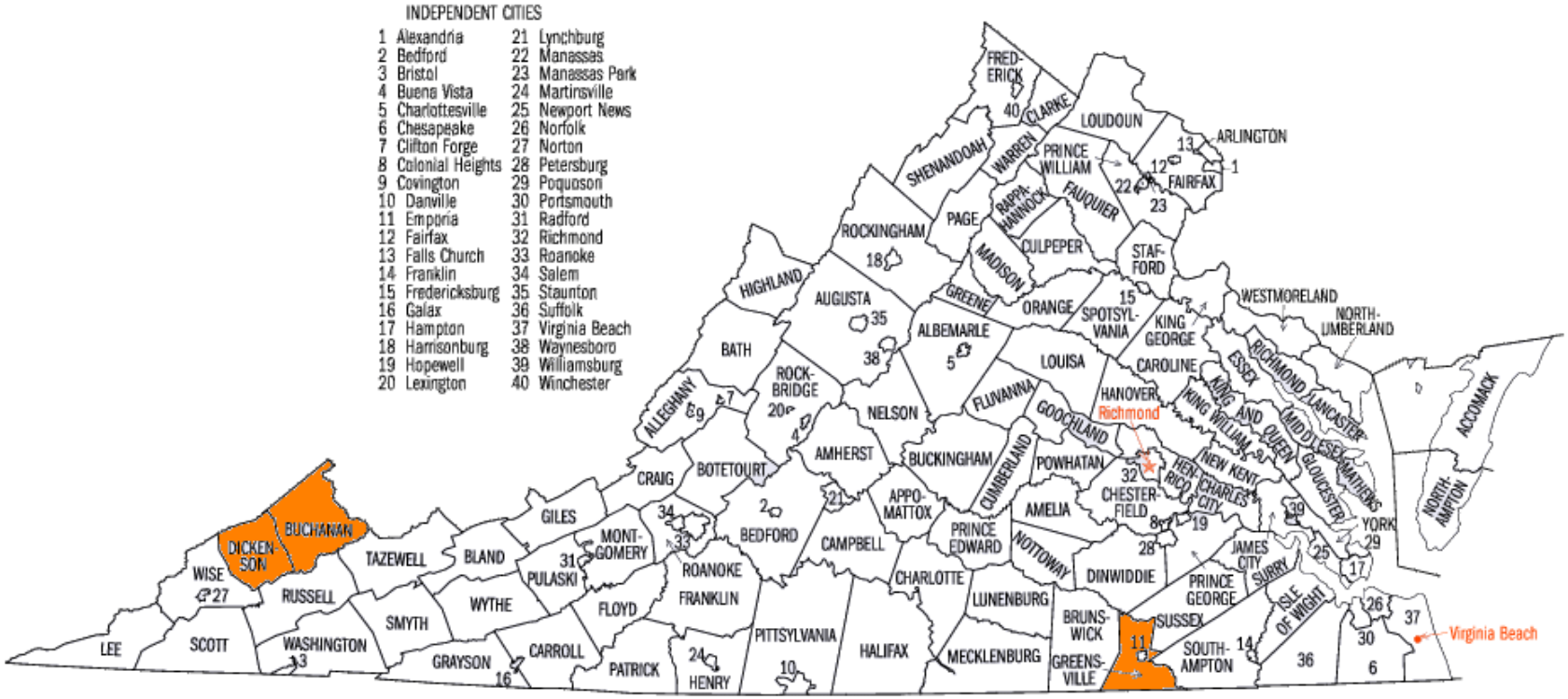
## ENI – Least Critical 300 in South




*Educational Needs Index, SGA Fall 2003*

# Virginia

## ENI – Most Critical 300 in South

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# Virginia

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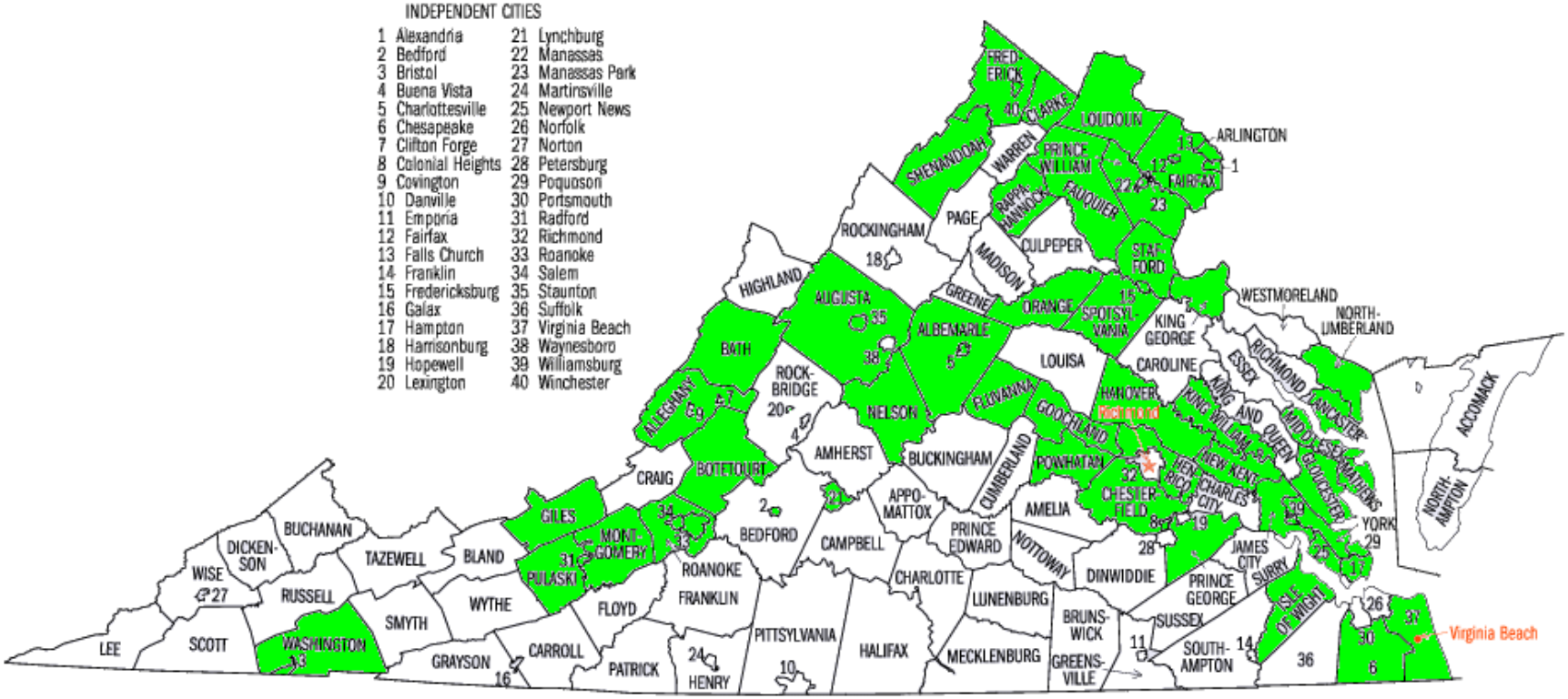
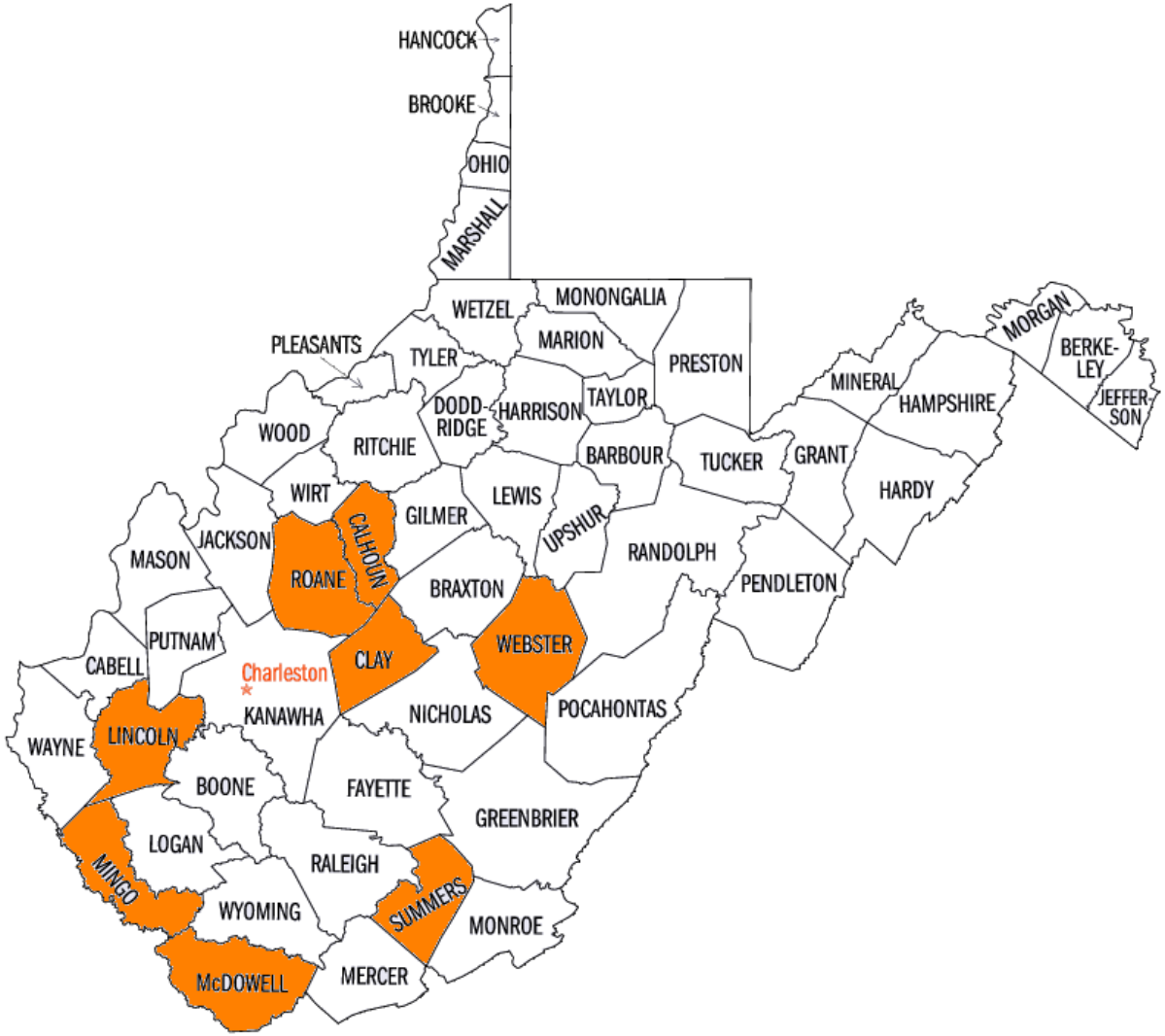



*Educational Needs Index, SGA Fall 2003*

# West Virginia

## ENI – Most Critical 300 in South

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# West Virginia

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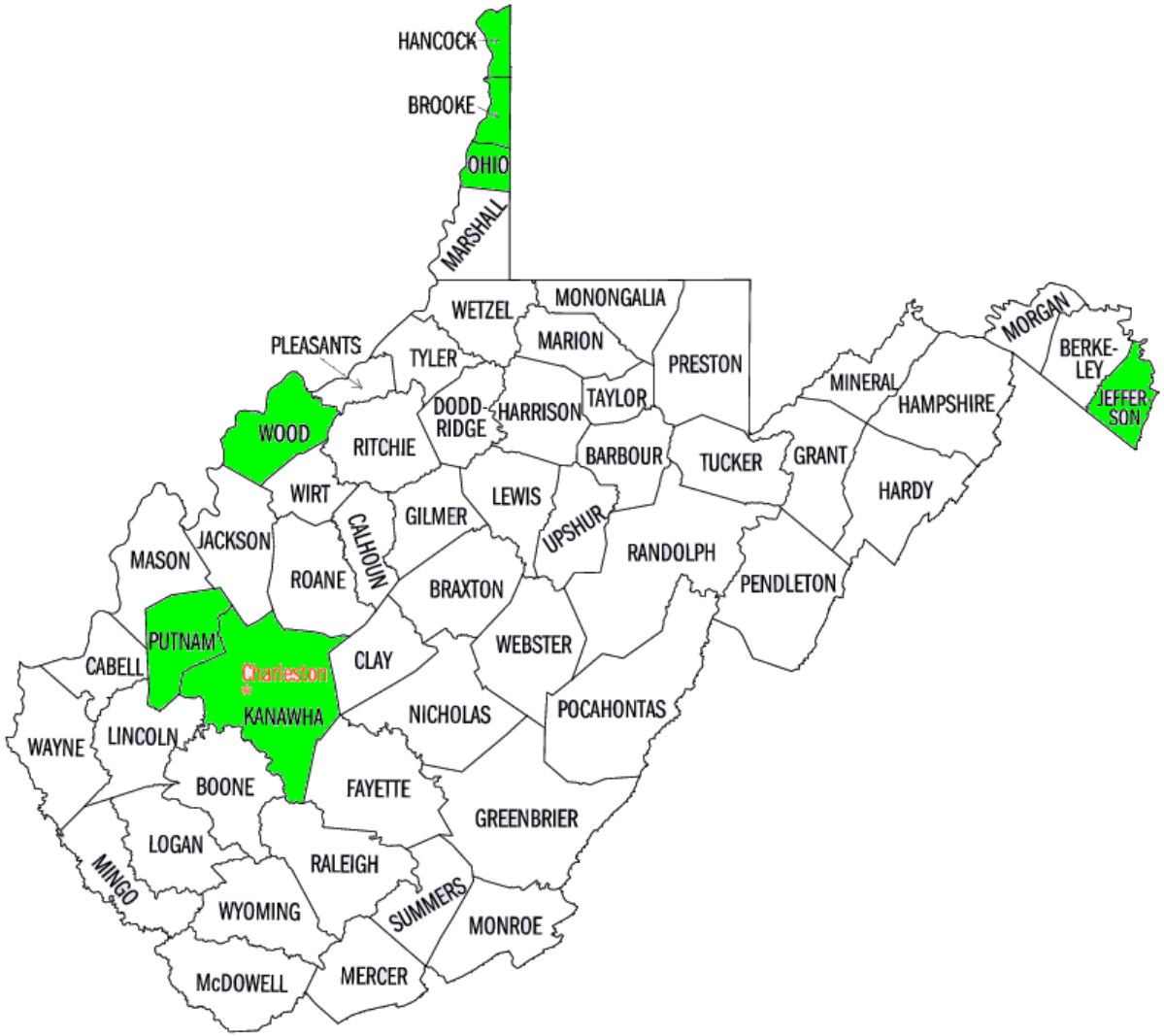
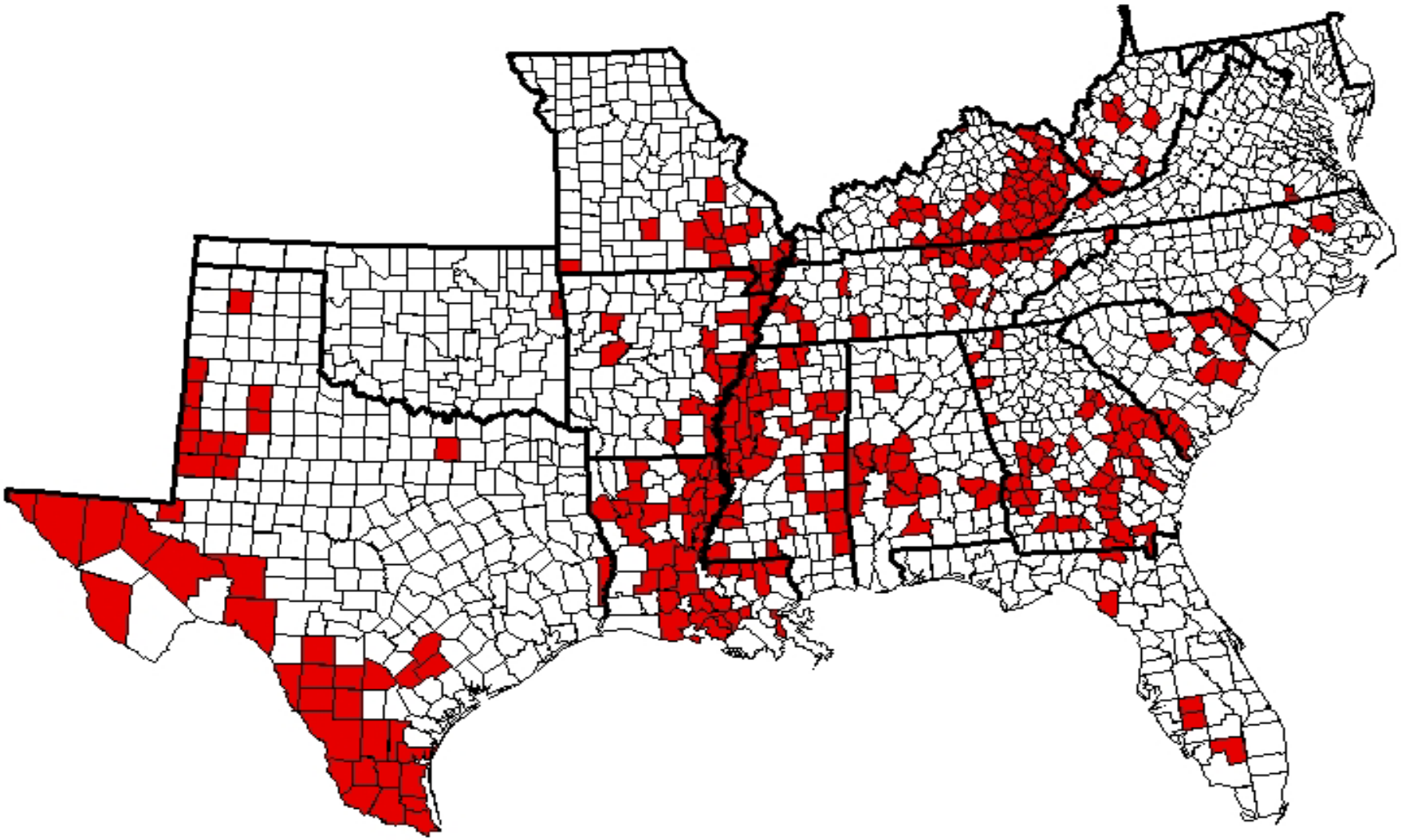



*Educational Needs Index, SGA Fall 2003*

# Overall Analysis for the SGA States

## ENI – Most Critical 300 in South



*Educational Needs Index, SGA Fall 2003*

# Overall Analysis for the SGA States

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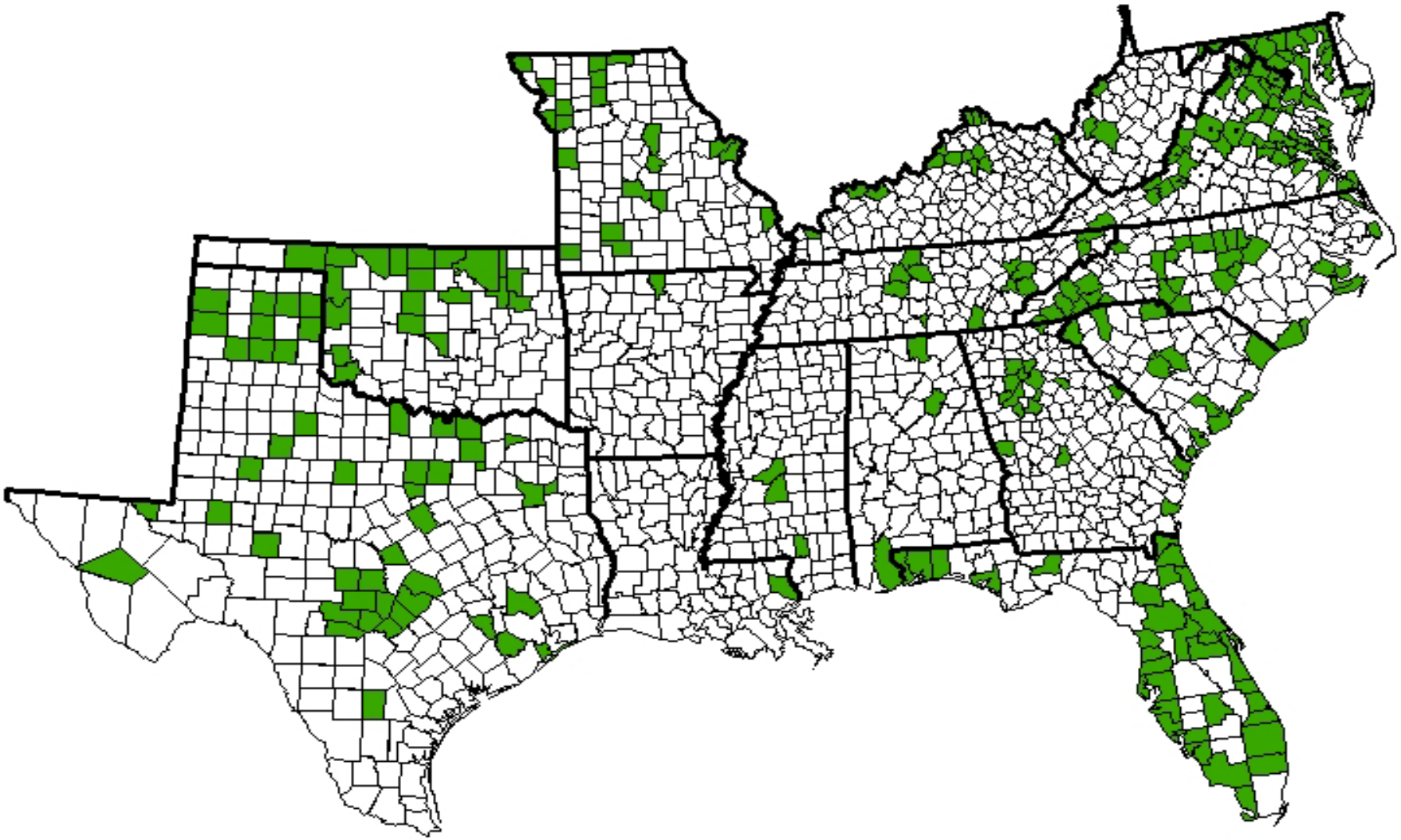


*Educational Needs Index, SGA Fall 2003*

# Educational Needs Index

| Analysis of 1,538 Counties in the South - Most/Least Critical (Quintiles) | | | | | |
|---|---|---|---|---|---|
| | # of Counties in State | # in 300 Most Critical | % in 300 Most Critical | # in 300 Least Critical | % in 300 Least Critical |
| **Alabama** | 67 | 13 | 19% | 3 | 4% |
| **Arkansas** | 75 | 14 | 19% | 1 | 1% |
| **Delaware** | 3 | 0 | 0% | 0 | 0% |
| **Florida** | 67 | 5 | 7% | 34 | **51%** |
| **Georgia** | 159 | 44 | **28%** | 17 | 11% |
| **Kentucky** | 120 | 44 | **37%** | 14 | 12% |
| **Louisiana** | 64 | 35 | **55%** | 1 | 2% |
| **Maryland** | 24 | 0 | 0% | 18 | **75%** |
| **Missouri** | 115 | 13 | 11% | 20 | 17% |
| **Mississippi** | 82 | 35 | **43%** | 3 | 4% |
| **North Carolina** | 100 | 4 | 4% | 30 | **30%** |
| **Oklahoma** | 77 | 1 | 1% | 20 | **26%** |
| **South Carolina** | 46 | 11 | **24%** | 9 | 20% |
| **Tennessee** | 95 | 26 | **27%** | 12 | 13% |
| **Texas** | 254 | 44 | 17% | 47 | 19% |
| **Virginia** | 135 | 3 | 2% | 64 | **47%** |
| **West Virginia** | 55 | 8 | 15% | 7 | 13% |

# Educational Needs Index

Analysis by Individual County

*Comparison of Kanawha, WV to Counties of Similar Size in the South*

# Individual County with Peers

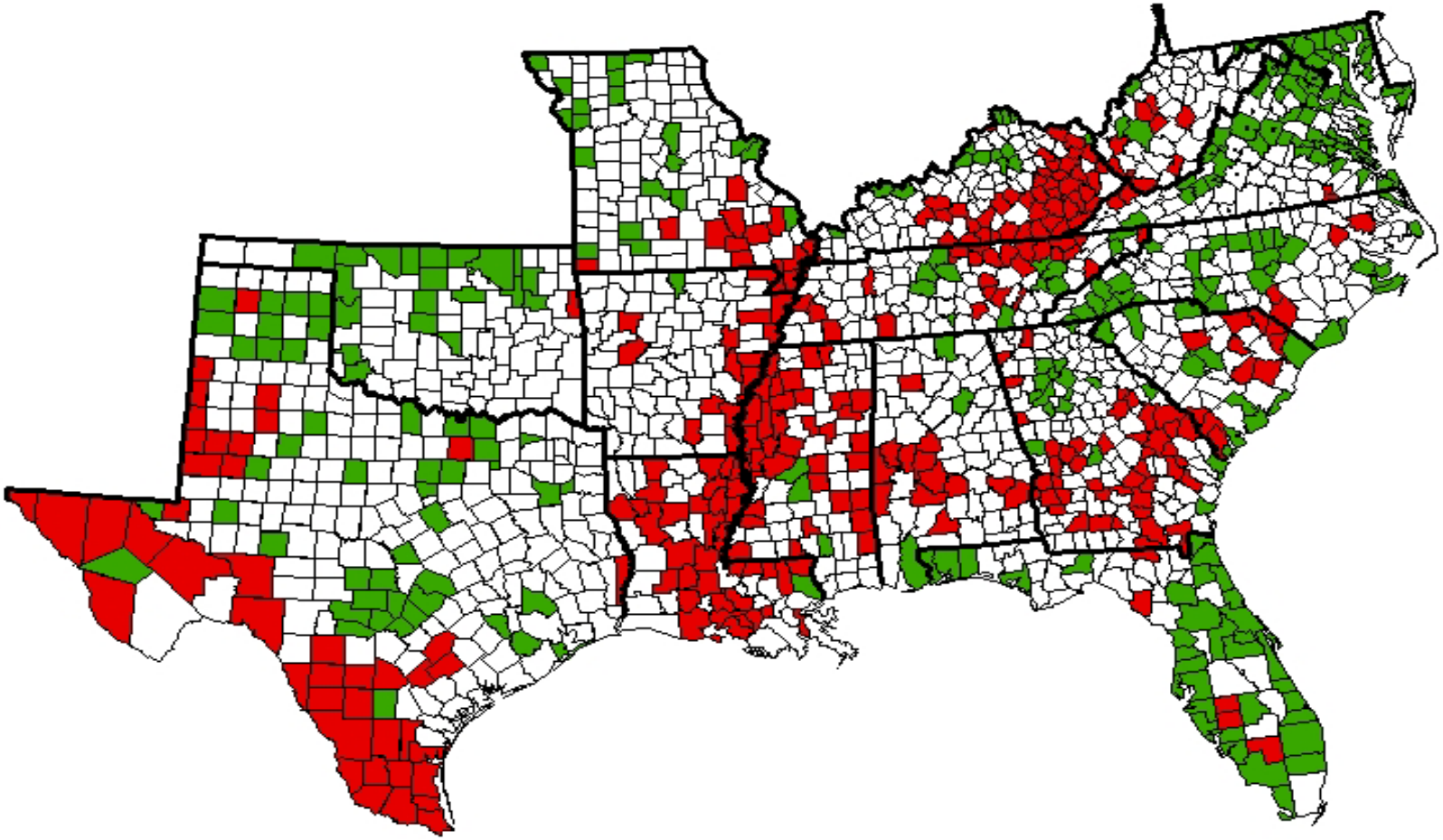
| ENI Analysis of ONLY the Counties with Population Between 175,000 and 225,000 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ST | County | Census 2000 Pop. | Educ Factors | Econ Factors | Growth Factors | Market Factors | Pop. Adjust. | ENI SCORE |
| TX | Webb | 193,117 | 1.914 | 2.289 | 2.795 | 0.590 | -1.213 | 1.895 |
| LA | Calcasieu | 183,577 | 0.851 | 0.688 | -0.289 | 0.053 | 0.244 | 0.472 |
| LA | Lafayette | 190,503 | 0.541 | 0.381 | 0.162 | -0.242 | 0.426 | 0.341 |
| NC | Gaston | 190,365 | 0.707 | 0.361 | -0.502 | 0.820 | -0.603 | 0.325 |
| VA | Richmond City | 197,790 | 0.723 | 0.891 | -1.154 | 0.602 | -0.373 | 0.323 |
| GA | Richmond | 199,775 | 0.256 | 1.099 | -0.538 | 0.514 | -0.542 | 0.294 |
| TN | Rutherford | 182,023 | 0.261 | -0.414 | 1.066 | 0.647 | 0.019 | 0.280 |
| TX | McLennan | 213,517 | 0.077 | 0.719 | -0.103 | 0.204 | -1.234 | 0.149 |
| AL | Montgomery | 223,510 | 0.085 | 0.448 | -0.342 | 0.213 | 0.811 | 0.139 |
| GA | Muscogee | 186,291 | 0.178 | 0.561 | -0.595 | 0.590 | -0.623 | 0.120 |
| **WV** | **Kanawha** | **200,073** | **0.387** | **0.254** | **-1.151** | **-0.766** | **3.410** | **0.082** |
| MS | Harrison | 189,601 | -0.077 | 0.347 | -0.165 | -0.217 | 1.514 | 0.077 |
| MO | Jefferson | 198,099 | 0.316 | -0.307 | 0.137 | -0.086 | 0.097 | 0.073 |
| FL | St. Lucie | 192,695 | 0.102 | 0.561 | -0.030 | -0.965 | -1.179 | 0.019 |
| VA | Newport News City | 180,150 | -0.272 | 0.282 | -0.113 | 0.717 | -0.385 | -0.008 |
| SC | Horry | 196,629 | -0.048 | 0.064 | -0.131 | -0.516 | 0.431 | -0.060 |
| LA | St. Tammany | 191,268 | 0.015 | -0.610 | 0.556 | -0.676 | 0.309 | -0.087 |
| VA | Chesapeake City | 199,184 | -0.270 | -0.804 | 0.884 | 0.047 | -0.269 | -0.141 |
| FL | Lake | 210,528 | 0.144 | -0.219 | 0.074 | -1.257 | -1.180 | -0.167 |
| NC | Durham | 223,314 | -0.556 | -0.307 | 0.113 | 0.769 | -0.306 | -0.215 |
| OK | Cleveland | 208,016 | -0.409 | -0.342 | -0.266 | -0.167 | 1.383 | -0.250 |
| SC | Lexington | 216,014 | -0.534 | -0.605 | 0.269 | -0.207 | 0.906 | -0.286 |
| NC | Buncombe | 206,330 | -0.369 | -0.080 | -0.417 | -0.110 | -0.594 | -0.292 |
| MO | Clay | 184,006 | -0.314 | -0.924 | -0.175 | -0.225 | -0.079 | -0.418 |
| FL | Alachua | 217,955 | -1.609 | 0.747 | -0.039 | 0.027 | -0.947 | -0.509 |
| MD | Frederick | 195,277 | -0.565 | -1.547 | 0.659 | -0.459 | 0.122 | -0.521 |
| MD | Harford | 218,590 | -0.629 | -1.276 | 0.204 | -0.387 | 0.303 | -0.553 |
| VA | Arlington | 189,453 | -0.906 | -2.259 | -0.909 | 0.486 | -0.449 | -1.083 |

# Individual County with Peers

## Kanawha County's Position Among 28

| Kanawha County's Position Among 28 Counties w/Populations Between 175,000 and 225,000 | | | | | |
|---|---|---|---|---|---|
| Educational Factors | Economic Factors | Growth Factors | Market Factors | Population Adjustment | ENI Score |
| **6th** | **14th** | **27th** | **26th** | **1st** | **11th** |

# The ENI - Conclusions & Recommendations



# Conclusions

- Policymakers must remain diligent in their commitment to creating policies that promote the facilitation of expanding the human capital quotient of all citizens.
- Southern states must implement policies to rectify the human capital deficit ...
  - These include keeping more college graduates in state, identifying gaps in the P-16 pipeline, increasing adult literacy and lifelong learning, and attracting college graduates into the region.
- States must continually invest in their educational infrastructure. States should re-examine their funding for higher education, remaining ever mindful that higher education is the engine that drives the Knowledge Economy.

# Recommendations

- Revise and reform higher education to ensure that the goals of the public agenda are achieved.
- Create regional clusters of higher education institutions, business, and industry that meet the regional needs of local communities ...
  - Increase research related to key industrial clusters identified in the public agenda.
  - Increase the transfer of technologies to companies in the region.
  - Increase overall educational attainment levels of the region.
- Improve P-16 outreach to ensure that all students are prepared for post-secondary education.

# The Importance of Higher Education

- The region is in a national race to develop a knowledge-based society that facilitates competition in the information marketplace. The academic imperative to maximize the achievement of all students must come to the forefront.
- Major gains are unlikely unless higher education works cooperatively with the K-12 sector to ensure that students are prepared for college, educational costs remain affordable, and a greater percentage of students to enter and graduate from college on time.
- By bringing these pieces of the puzzle together, the region will eventually be able to realize a higher degree of performance in a variety of educational, economic, and social categories.

# For more information on the Educational Needs Index contact:


Dr. Houston Davis, Austin Peay State University

davish@apsu.edu or 931/221-7992

Dr. Brian Noland, Tennessee Higher Education Commission

brian.noland@state.tn.us or 615/532-3862

Mr. Patrick Kelly, NCHEMS

patrick@nchems.org or 303/497-0307